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ABSTRACT

This document consists of three parts to help teachers and students to integrate technology into the English-as-a-Second-Language (ESL) classroom--the facilitator's guide, participant's materials, and the participant's reference materials. The facilitator's guide is divided into three parts. Part one is a presentation guide providing step-by-step, activity-by-activity handouts that assist the teacher with program management, materials management (overheads, participant handouts, equipment, and back-up plan ideas) as well as talking points. Part two provides master copies of all overheads. Part three provides back-up presentation materials. The participant's materials are designed to help participants effectively use technology such as audiovisual materials, computer software, and the Internet in the classroom. The bulk of these materials consists of overhead projector forms, handouts for students and workshop participants, and feedback inquiry forms. The participant's reference materials include the following: "Some Thoughts about Web Quests"; "Building Blocks of a Web Quest"; "ESL Internet Bookmarks"; "Compass Points: Refugees and the Internet"; "EFF Content Standards for Adult Literacy and Lifelong Learning"; "Role Maps for EFF: Parent/Family, Citizen/Community, Worker"; "Five ESL Web Sites from the Arlington Education and Employment Program"; and "Web Quest Dos and Don'ts." Several Web links are provided, in some cases where forms can be downloaded or printed right from the Internet. (KFT)

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Integrating Technology into the ESL Classroom.
Winter 2001.

Facilitator's Guide
[and]
Participant's Materials
[and]
Participant's Reference Materials.

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Winter 2001

Arlington Education and Employment Program (REEP)

Integrating Technology into the ESL Classroom

Facilitator's Guide

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What is *Captured Wisdom*?

Captured Wisdom is an interactive resource designed to help inform educators of successful practices of integrating technology into adult education instruction. Innovative replicable activities are shown, described and discussed by front-line classroom educators and learners so that others feel they have had an opportunity to visit the class and chat with the learners and teacher about their work.

To develop each of the Captured Wisdom stories, teachers and learners were filmed describing and demonstrating how they use technology in classroom-based projects. The edited videotaped segments were viewed by focus groups of adult educators who generated questions they wanted to ask the teacher so that they too might be prepared to use such an activity in their own classroom. Their questions were grouped into categories such as Instructional Activities, Classroom Management, Assessment, and Technical Issues, and posed to the presenting teacher. Responses were tape-recorded and are included as companion segments on the CD-ROM. This development process assures that the implementation needs and concerns of real teachers in real adult education programs are addressed.

Captured Wisdom documents the ways educators and learners use technology in their classrooms as a tool to support instruction and learning in content areas. When used as a vehicle for professional development, *Captured Wisdom* is especially useful for stimulating teachers to think about and question the approaches of other teachers and ways they might adapt what they see and hear for their own local education contexts, learners, equipment, and curricular and instructional goals and plans.

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Integrating Technology into the ESL Classroom

Facilitator's Guide

Prepared by
Mary Kay Alegre, Inaam Mansoor, Donna Moss and Vanessa Phillips

This teacher training program was made possible through a grant from GTE and in cooperation with George Mason University, Fairfax, Virginia

Table of Contents

Facilitator's Guide

- Presentation Guide – Step-by-Step

  This activity-by-activity guide assists the facilitator with program management, materials management (overheads, participant handouts, equipment, backup plan ideas) as well as talking points.

- Presentation Overhead Masters (OV)

  Facilitators will find master copies of all overheads here.

  Note: You'll note that some participant handouts (found in Participant's Materials) are duplicates of overheads. As such, they labeled with both OV (overhead) and H (handout) with their corresponding number.

- Backup Presentation Materials (PRES)

  Facilitators can use and make copies of these materials if computers or the Internet are down.

AGENDA OVERVIEW

Option 1: A four-hour workshop presented in one day

Segment Minutes	Total Workshop Time	Activity
10	10	Warm-up
5	15	Introductions, Objectives and Agenda
5	20	Background
25	45	Classroom Video and Feedback Form
15	60	Sample Lesson Plan Development
30	90	Lesson Planning
15	105	BREAK
5	110	Web Quest Warm-up
15	125	Web Quest Introduction
30	155	Web Quest Reflection
40	195	Web Quest Mechanics
35	230	Web Quest Planning Demonstration and Web Quest Planning
10	240	Wrap-up (if planning for a 6-hr workshop move this to after Web Quest Design)

TOTAL: 240 minutes

Option 2: A six-hour workshop presented over two days.
This activity follows Web Quest Planning Demonstration and Web Quest Planning. Workshop ends with the Wrap-up.

100	360	Web Quest Design-Making Your Web Quest

TOTAL: 360 minutes

Activity: Warm Up

Time: Conduct this activity until 10 minutes after your scheduled start time (participants who arrive early can begin early)

Purpose: To give participants an opportunity to get to know each other and share information and ideas about using technology in their ESL classroom.

Format: Information Grid, interactive

Materials:
Overhead Projector and screen (throughout workshop)
H#1/OV#1: Information Grid
Flipchart paper complete with grid below
Flipchart markers
Participant's Materials Packet (one for each participant)

Special Facilitation Notes:
You will pass out the Participant's *Reference* Materials later. Prior to the workshop look through all three sets of materials (Facilitator Guide, Participant's Materials, and Participant's Reference Materials). Read the Background Reading (found in the beginning of the Participant's Materials) for a deeper understanding of technology in the classroom.

Description:

1. As participants arrive, have them fill out a name badge, and give them the information grid and Participant's Materials Packet. Participants can begin the warm-up activity (found in their packet) immediately, even before your scheduled start time. Explain that the instructions are on the grid itself and refer them to the completed sample form on your overhead. Encourage participants to talk to at least three people. If there is extra time at this point, participants can also begin reading the Background Reading in their packet.

2. Ten minutes after your start time, ask participants to take a seat and then do a warm-up wrap up. In three columns write (have this prepared beforehand):

1. Does your program have computers/Internet access?	**2. For what purposes, what topics do you use technology?**	**3. What are some challenges and successes you've had using technology?** ***Challenges***	***Successes***
Computers: Internet access:			

For question 1, ask for a show of hands: "Does your program have computers?" Write the number. "And, does your program have Internet access?" Write the number. *For question 2*, make a list that summarizes participants' purposes for using technology/the Internet in the classroom. *For question 3*, solicit challenges and successes for using technology in the classroom.

3. Segue: "Now that we've had a chance to get to know each other and get a sense of your experience, your successes, and program limitations, I'd like to get started with today's workshop by taking a look at today's workshop objectives and our agenda."

Activity:	Introductions, Objectives & Agenda
Time:	5 minutes
Purpose:	To familiarize participants with facilitator(s) and to introduce the objectives and agenda
Format:	Facilitator-led presentation
Materials:	H#2/OV#2: Objectives H#3/OV#3: Agenda

Special Facilitation Notes:

Description:

1. Introduce yourself and briefly describe your background and experience in adult ESL and using technology in the adult ESL classroom.
2. Cover basic housekeeping items, such as restrooms, breaks, refreshments, etc.
3. Refer participants to Handouts #2 & #3 in their Participant's Materials and show matching Overheads #2 & #3. Describe the workshop objectives and agenda.
   Talking points:
   "This workshop is for everyone, no matter how much or how little experience you've had using technology in the classroom. It's a hands-on, step-by-step workshop where everyone can learn something new."
   While showing the agenda: "During the first half of the workshop we will focus on how to successfully integrate technology into ESL lessons. You will see a video, and be able to observe an ESL classroom. I will go through a lesson plan that incorporates technology, and then you'll have an opportunity to develop a lesson plan of your own. You'll then have a break, and when you return, we will focus on Web Quests, what they are and how to build one."
4. Segue: "Let's begin by exploring the question: Why is it important to integrate technology into the adult ESL classroom?"

Activity: Background

Time: 5 minutes

Purpose: To give participants an opportunity to understand why it is important for adult ESL students to gain access to and use information from the Internet.

Format: Facilitator-led presentation

Materials:
OV#4: The Changing Skill Demands
OV#5: The Digital Divide
OV#6: Equipped for the Future
OV#7: Teacher Needs Assessment

Special Facilitation Notes:

Description:

1. Let participants know that you will briefly summarize the background reading found in their Participant's Materials and they can take their time to read it later.

2. Talking points: "In putting together this program the developers looked at a couple studies that shed light on what non-native speakers of English may face as they begin a new life in the U.S." Show Overhead #4. "In the 21st century, the skills we need to know, above all, are related to knowledge and information. According to a report by the National Research Council...." Read overhead aloud. "Our students need to know how to obtain and decipher vast amounts of information and these skills can be taught and practiced in our classrooms."

3. Show Overhead #5 and read aloud the information about the digital divide. Talking points: "Think about these statements in terms of your students. On which side of the digital divide are most of your students?"

4. Show Overhead #6. Talking points: "Some of you are familiar with the *Equipped for the Future Standards (or EFF), some are not. Essentially, these are the skills that adults need to know to be successful. These Standards were developed by the National Institute for Literacy and are in use throughout the country in adult education programs. They were developed so educators could use the Standards to guide lesson planning." Point to and read outloud some Standards. " One of the Standards, for example, relates to technology – *Use Information and Communications Technology*. Another Standard, *Listen Actively*, is the EFF Standard chosen in the sample lesson that we will look closely at later." From the overhead, read the Standard and it's associated components. And continue..."some of the lesson

planning that you'll do here today asks you to select one or more Standards that *your* lesson will help students practice for example, your transportation lesson may allow students to practice components of the Standard – *Solve Problems and Make Decisions* If you are familiar with EFF, and/or using it in your program, I encourage you to select Standards related to your lesson, and base your assessment on the components of the Standards If you are not familiar with EFF, you can skip this part of the lesson planning activity"

5. "Last, and most importantly, this workshop focuses on what adult ESL teachers want to know when it comes to integrating technology in the classroom According to a teacher survey *(show Overhead #7)* conducted as a part of the development of this workshop, teachers were most interested in training on how to find and use web sites for teaching ESL curriculum objectives Secondly, they wanted to know how to effectively use computers and the Internet with a classroom full of students! So, if that sounds good, that's what we'll focus on in today's workshop"

6. Segue to video "So, what better way to start than by taking a look inside an actual adult ESL classroom"

* To order free copies of the EFF Standards go to the NIFL web site at www.nifl.gov/lincs/collections/eff/eff.html

Activity:	Classroom Video & Feedback Form
Time:	25 minutes
Purpose:	To observe and analyze an actual adult ESL classroom where the use of technology allows students to practice course objectives
Format:	Video viewing and facilitator led discussion
Materials:	VCR and large monitor Video tape: *Capturing Wisdom vol. 2* Produced by the National Center for Adult Literacy (NCAL) Susan Gaer's segment: "Creating Family Histories" H#4A-B: Video Feedback Form

Special Facilitation Notes:
Preview Susan Gaer's video segment and have it ready to play. Stop the video when this segment ends

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Description:

1. Talking points: "You are about to observe a beginner level classroom in California. The teacher is Susan Gaer. She will describe to you her student population and her philosophy for her lesson. You will be considering how and whether the techniques you observe could be effective for use with your population of students, and if her lessons allow students to practice both language skills and technology. Please take a couple moments to read through the video feedback form (labeled Handout #4B in your Participant's Materials) before we begin the video."

2. Give participants a couple of minutes to READ the video feedback form.

3. Show the video, and give participants another 5 minutes to COMPLETE the video feedback form.

4. The feedback form asks students to mark what they observed in the video. The wrap-up discussion questions below are essentially the same, but are asked in more of a discussion format. Tell participants "we are not going to go through your form question by question. Instead, I'll throw out some similar type questions that lend themselves to open discussion."
   - What impressed you about the classroom?
   - How did the teacher decide on the type of project the students would do?
   - Does it tie in with course objectives?
   - What language skills were being practiced?
   - What life skills were being practiced?

- Do you think this was an effective method for teaching the topic?
- Do you think it would be possible to do this (or something similar based on your computer capacity) in your program?

5. Segue to sample lesson "Now we'll take a look at how to build a lesson using technology."

Activity: Sample Lesson Plan Development

Time: 15 minutes

Purpose: To take participants step by step through the lesson planning process and prepare them for the lesson planning exercise.

Format: Facilitator-led presentation

Materials:
H#5/OV#8: Blank Technology Integrated Lesson Planning Worksheet
H#6/OV#9A,B,C: Technology Integrated Lesson Planning Worksheet
(Please note that Overheads 9A,B & C are Handout #6, divided into parts, and enlarged)
H#7/OV#10: Learning English on the Web Worksheet
LCD panel or projector for projecting web sites
Web sites:
Internet TESL Journal http://*www.aitech.ac.jp/~itesls/sw/*
ESL Blues http://*www.collegeem.qc.ca/cemdept/anglais/marcof.htm*
PRES#1: Scrambled Words--Backup copy of Internet TESL Journal link
PRES#2: Backup copy of ESL Blues web page

Special Facilitation Notes:
Test web sites, and have them open and minimized on your desktop for easy demonstration. In the case that Internet is down, or computers are not working, have copies of PRES #1 & #2 (see back of this guide) ready for these two sites.

Description:

1. Show Overhead #8 of the blank worksheet. Let participants know that you will go through a lesson step-by-step. Tell them that after you finish, you will give them a lesson objective (based on their teaching level) and several web sites to build a lesson around.

2. Talking points: "You will notice that the stages of the lesson are the same as any lesson. You need a warm-up, presentation, practice, etc., as in any lesson. Technology is often used to allow students to *practice* skills that have been introduced, taught, and practiced in the classroom, away from the computer *"off-line"*.

3. Ask participants to look at the screen and follow along with you as you go through the stages of an actual lesson.

Talking points: "This is a lesson for high-beginner or low-intermediate students. The teacher had 20 students and 10 computers with access to the Internet. The teacher had already covered some computer basics, and students had been in the computer lab several times beore, and had used web sites before. This particular unit was "Jobs" and the objective was" (read from overhead) "*In an interview situation, ask and answer questions, including ones related to capabilities and experience.*"

"The teacher found two appropriate web sites to use to help students practice this skill. You will see that the teacher focused her assessment on two EFF Standards. " Read Standards from overhead.

"The entire lesson took place over two class periods, or 5 hours."

Put up next Overheads #9A, B & C, and summarize, adding your own thoughts/ideas for these stages. Talk about how the teacher, during the Presentation stage and before allowing students to get on the computers, carefully explained what students would be expected to do and went over the worksheet that students would complete (using an overhead transparency of the worksheet—show Overhead #8). "She demonstrated activities – word jumble, and Q & A formation – and made sure students understood the activity."

Open the web sites, and briefly demonstrate the activities for participants. If you are having technical difficulties, hand out PRES #1 & #2 and walk through the exercises.

Next, put up Overhead #10. "After students practiced in the lab, the teacher returned to the classroom, and had students practice the interview dialog they created using the ESL web site.

3. Segue to lesson planning activity: "Now it's your chance to develop an original lesson where you'll use technology to help students reach their language learning objectives."

Activity: Lesson Planning

Time: 30 minutes (includes a 10 minute sharing/wrap-up)

Purpose: To give participants the opportunity to practice what they have learned about building a lesson that allows students to practice language skills while using technology

Format: Pair-work

Materials: H#5/OV#8: Blank Technology Integrated Lesson Planning Worksheet
H#8/OV#11: Lesson Planning Objectives and Web Sites
Computers with Internet Access – enough for participants to work in pairs
Web Sites:
Washington Metro Area Transit Authority http://www.wmata.com
Department of Motor Vehicles (Virginia) http://www.dmv.state.va.us/

Special Facilitation Notes:

Be CERTAIN to test these web sites before the workshop begins, and again right before you begin this activity. The two web sites used in this activity are for Northern Virginia/Washington D.C. transportation. Facilitator can use these web sites for demonstration or use local transportation web sites that are "teacher tested" and appropriate for many levels of students, given appropriate instruction. If your Internet connection is down, have participants go through the lesson planning process, and have them describe the kinds of web site activities they would like their students to practice.

Description:

1. Show Overhead #8 (blank plan) and explain that participants, together with a partner –who ideally teaches at a similar level, or has similar program responsibilities -- will develop a lesson plan that integrates technology in the ESL classroom.

2. Show Overhead #11 (objectives) and describe the objectives according to level. Instruct them to limit their planning to one objective only for the sake of time. Draw attention to the two web sites listed. Ask participants, for the purposes of this workshop, to limit their lessons to these two sites. Ask them not to spend time searching for other sites. Instead, ask them to focus on building the lesson, going through the steps of lesson planning (warm-up etc.) and taking a look at the sites listed here for appropriate, limited, activities for their level.

3. Help participants to pair up accordingly.

4. Let participants know how long they have to complete the activity, and let them know when they have 5 minutes remaining

5. Allow at least 10 minutes for pairs to report back lesson ideas (especially what activities they would do using the web site.)

6. Segue to Web Quest part of training: "You've had an opportunity to design a lesson where you use technology to allow students to practice language and other skills. During the second half of the program you will learn about Web Quests, and how they can be used as a learning tool."

- Now is a good time to take the break –

Activity: Web Quest Warm Up

Time: 5 minutes

Purpose: To encourage participants to think about their class Internet use, which will help them focus on the subject of Web Quests

Format: Facilitator-led discussion

Materials: OV#12: Class Internet Use: Successes/Challenges

Special Facilitation Notes:

Description:

1. Tell participants that the workshop will now shift gears and focus on what are Web Quests and how they work in the classroom. Since Web Quests require Internet use, it's valuable for participants to think about their successes and challenges using the 'Net.

   Talking points: "With your first warm up today, you discussed some successes and challenges using computer technology in general with your class. Now, I want you to focus on successes and challenges specifically with using the Internet with students. We'll compile that information on the overhead here." Put up Overhead #12.

2. Write down participants' ideas for about 5 minutes and expect some discussion as they go along. If teachers have trouble coming up with ideas, or you have a group of teachers who haven't used the Internet extensively before with their classes, you may want to suggest some potential successes/challenges from the list below.

   Successes: Many students enjoy going on the Internet, students will learn the valuable skill of how to surf the Web, an Internet activity gives your class one uniform task to follow, and using the Internet will show students the vast amount of information they can access easily.

   Challenges: Much of the writing on the Internet is difficult for ESL students, it's hard for students to type in web addresses, students always want to read things on the Internet in their native language (such as newspapers from their country); and web links change frequently, so information becomes outdated.

3. Segue: "Hopefully, using Web Quests will help you take advantage of the successes and minimize some of the challenges. Now we'll learn what Web Quests are and you'll have the chance to see a few."

Activity: Web Quest Introduction

Time: 15 minutes

Purpose: To introduce the concept of Web Quests

Format: Facilitator presentation

Materials:
Kathy Schrock's Web Quests in Our Future web site
http://school.discovery.com/schrockguide/webquest/wqsl1.html (The letter "l" after "wqs" and then the number "1")
LCD panel or projector for projecting the above web site
PRES#3A-H. Web Quests in Our Future. Copy as overheads only if the above web site isn't working
One disk for each participant with the ESL Internet Bookmarks List and the Web Quest about Web Quests (This file is called "webq" on the disk. This file is available in hard copy as PRES#4A-B, in case there are problems with your disks.)
Computers with disk drive and Internet access—enough for participants to work in pairs

Special Facilitation Notes: Before the workshop, open up the file called "webq" on the disk and review the document as if you were a participant. Test the links to make sure they work. Go to the links at the end of the file. Although you will not use these links during the workshop per se, you'll want to know what participants might encounter should they use those links eventually.

Test the Kathy Schrock slide show web site beforehand, and have it open and minimized on your desktop for easy demonstration.

Also before you start the workshop, place a disk beside each computer so participants can access the "webq" file. To save time, you can open up the "webq" file on each computer before participants arrive, and minimize it. They will just click on the window at the bottom of their screen to access the file at the right time.

Description:

1. Ask participants, "What is a Web Quest?" See if anyone knows. Listen to their ideas, encourage any sharing of accurate definitions.

   Talking points: "A Web Quest basically combines both use of the Internet and non-computer-based activities. The nice thing about Web Quests is that teachers design them and can gear them appropriately toward their class level and curriculum. Bernie Dodge, of San Diego State University, was the pioneer of Web Quests, and you'll find a reading by him in the second part of the Participant's Materials that you'll receive at the end of this workshop. He has a wealth of information on the 'Net about

Web Quests. K-12 teachers have used Web Quests for quite some time now, but they're relatively new to adult ESL."

"You're going to see a slide show presentation on Web Quests that's from the Internet. Don't worry about taking notes now, because there's a nice summary about Web Quests in your Participant's Reference Materials."

2. Follow slides/web pages #1-17 from Kathy Schrock's "Web Quests in Our Future" web site. Read the slides and paraphrase information as you see fit. You may want to expand on the information on slide #7 ("Various thinking skills...") and give examples. You can also point out that these thinking skills are similar to some of the EFF standards discussed earlier in the workshop.

3. Talking points: "I'm hoping that some of this information sounds familiar to you. What do Web Quests sound like?" Answer: Lesson plans. "Basically, Web Quests are lesson plans, just with a different name and with Internet-based material."

4. Review what participants have learned with the following questions: What are the six parts of a Web Quest? (Introduction, task, process, information sources, evaluation, and conclusion.) What are the two types of Web Quests? (Short-term and long-term.) What are some examples of thinking skills used in a Web Quest? (Comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstraction, and analyzing perspectives.)

5. Segue: "Now you'll have a chance to actually see Web Quests and evaluate one. Right before we do that, let me turn your attention to a disk that you can take home with you. You'll find a listing of very useful ESL Internet Bookmarks, which you can explore more later on. That file is called "bookmarks." The second file on that disk is called "webq." This document outlines for you what we'll be doing the rest of the workshop. I'd like you to read that file now. (Instruct participants how to access the disk drive on their computers and open that file.) We've already done the Introduction. We're about to do the Task part that's described on that file. Please don't click on any other web links with that file now, just read the descriptions." Give participants five minutes to open the file and read it.

Activity: Web Quest Reflection

Time: 30 minutes

Purpose: To evaluate at least one Web Quest and write down what they think are essential elements for a good adult ESL Web Quest

Format: Pair-work

Materials:
Matrix of Examples web site http //edweb sdsu edu/webquest/matrix html
LCD panel or projector for projecting the above web site
H#9 Web Quest Reflection Form
PRES#5A-E Matrix of Examples (Copy and use as overheads only if the above web site isn't working)
PRES#6A-D "Are You What You Eat?" Web Quest and
PRES#7A-D "Zoom In on Your Future" Web Quest, with a copy of at least one of the Web Quests for each pair, only if the above web site isn't working
Computers with disk drive and Internet access—enough for participants to work in pairs

Special Facilitation Notes: Test this web site beforehand, and have it open and minimized on your desktop for easy demonstration

[Note If for some reason the matrix web site is inaccessible, you can still explain the matrix by showing Backup Presentation Materials #5A-E as overheads Hand out copies of PRES#6A-D and PRES#7A-D, and have participants evaluate the hard copy of the Web Quest they received. Remind them that this hard copy prevents them from searching the Web Quest links, which would lead to a more thorough evaluation]

Description:

1 Talking points "I'm now going to project the site listed in your Web Quest about Web Quests. This web site is a matrix that categorizes by subject a variety of Web Quests that have been used in K-12 settings. Since K-12 teachers started using Web Quests many years ago, they've already developed quite a few. Unfortunately, these Web Quests aren't suited for ESL. However, if you click on the matrix area for middle school and/or high school, you'll find some good Web Quest examples that are partially related to what we study in ESL."

2 Give participants directions for the task. "You're going to use your Web Quest Reflection Form, which is Handout #9, to evaluate at least one of the Web Quests You'll find on your form some recommended categories under which you can look at good Web Quests. For example, under Health and P.E. for high school, there's a good

Web Quest called "Are You What You Eat?" about healthy eating. Spend the first 10 minutes with your partner looking at two or three Web Quests of your choice. Then, take 10 minutes to fill out your Reflection Form to evaluate one of them. We'll then discuss the two questions at the bottom. Just remember, evaluate these Web Quests as to whether or not they're appropriate for their target audience, not whether or not they're appropriate for ESL."

3. Walk around while pairs look at Web Quests. Answer any questions and remind participants when they have 10 minutes left to fill out the Reflection Form.

4. After 20 minutes, take 5 minutes to solicit answers to the two questions at the bottom of the Reflection Form: What do you think are the essential elements for a Web Quest? and in addition to those, what are essential elements for an adult ESL Web Quest? Possible answers include: Clear but not too lengthy instructions, working web links that are relevant to the activity, an easy-to-follow design, and text that's appropriate for the reading level.

5. Segue: "I've introduced you to Web Quests and you've had the chance to evaluate one. It's time to learn the mechanics of how to make one."

Activity: Web Quest Mechanics

Time: 40 minutes

Purpose: To learn how to make a Web Quest

Format: Facilitator-led presentation, followed by pair or individual work (depending on the number of computers in your lab)

Materials: H#10A-C: Making a Web Quest Using Microsoft Word 97
Microsoft Word 97 or higher
LCD panel or projector for projecting the work that you do in Word
Presidential Cabinet web site:
http://www.whitehouse.gov/government/cabinet-links.html
Computers with disk drive and Internet access—enough for participants to work in pairs

Special Facilitation Notes: Prior to the workshop: On at least one computer, follow the instructions on Handout #10A-C so you are very familiar with any technical snags on your lab's computers. Modify what you will say accordingly, based on your lab's idiosyncrasies. If possible, practice the instructions with a coworker beforehand, so you can anticipate questions the participants will have. Also, test the above web site beforehand and then minimize it on your desktop prior to demonstration.

Description:

1. Tell participants to turn to Handout#10A-C, called Making a Web Quest Using Microsoft Word 97. Explain that you will design the Web Quest following those instructions first, and they should follow what you're doing on the screen. Tell them they will have a chance to follow the instructions at their own pace **after** your presentation.

2. Read the instructions and follow the steps. Take time for questions after each heading, such as "Create a New Document in Microsoft Word" and "Formatting Your Text."

3. Let participants follow the instructions on their own. Talking points: "Now it's your turn to practice Web Quest mechanics. You can work with a partner, or, if we have enough computers, by yourself. If you don't know Microsoft Word well, then you should sit with someone who does. You may want them to take the lead in making this practice Web Quest. How many people don't know Word?" Look at the show of hands. Facilitate in pairing up those new to Word with others are more familiar with it. "Now, you can get started."

4. Walk around and help answer questions. Be prepared for technical questions about your lab's computers, especially if your lab has a mix of older and newer computers. If some participants finish early, you can ask them to help others who are struggling. Give participants 15-20 minutes to finish their practice Web Quest.

5. Segue: "We're coming into the final stretch of our workshop: developing a Web Quest for your class. Let's dive in."

Activity:	Web Quest Planning Demonstration and Web Quest Planning
Time:	35 minutes
Purpose:	To plan Web Quests suited for participants' classes
Format:	Facilitator-led presentation, followed by pair or individual work
Materials:	H#11A-B Web Quest Planning Sheet (Blank) OV#13A-B Web Quest Planning Sheet Example Microsoft Word 97 or higher on all computers Computers with disk drive and Internet access—enough for participants to work in pairs Participant's Reference Materials

Special Facilitation Notes:

Be prepared to give participants ideas on how they can finish their Web Quests. Some will need to make arrangements with their school director the completion and submission of Web Quests. However, if you are conducting a workshop longer than four hours, you can give participants time to start and possibly even finish their Web Quest during workshop time. If you are leading a four-hour workshop, you can have another plan. For example, one school offered teachers three hours of paid time if they submitted a completed Web Quest to the school's technology manager. The technology manager then could post the Web Quests on the school's web site, for access throughout the program. You can also remind participants that they can post Web Quests through the web via their Internet service provider.

Also, before you give this workshop, review the Participant's Reference Materials. These are valuable background readings that will give you, as the workshop facilitator, a better understanding of what Web Quests are and help you answer questions that participants might have.

Description:

1. Talking points: "I know you've gathered a lot of new information today and probably need time to absorb everything and think about how Web Quests can best suit your class. However, it's especially valuable if you can start planning a Web Quest today, while the ideas are still fresh in your mind. You'll probably need to take time outside of this workshop to finish your Web Quest. First, I'm going to hand out the Participant's Reference Materials, which is information that you can take home and read on your own time for further information about technology in the classroom and Web Quests. This includes an introductory reading about Web Quests written by Web Quest founder Bernie Dodge. His handout is in the Participant's Reference Materials."

2. Talking points: "Now, you'll start planning your Web Quest. Take a look at Handout#11, the Web Quest Planning Sheet – it's actually two pages. I have a completed version of this on the overhead projector. You can follow along with me so you have an idea of how to fill out your own." Have Overhead#13A ready on the projector.

   "Say, for example, that you teach basic English. That's what you'd write in number one. In number two, you might write that your class will soon study family-related vocabulary, so that's where you'd write "family." Number three asks about an objective from that unit that you can practice with your students. Unless you remember them, you'll probably need to refer to the school's curriculum.

   "In number four, you should identify the kinds of web sites that will help your class practice and study this objective. At this point, you may not yet know specific web site addresses, so it's OK if you just write down ideal web site descriptions, as opposed to actual addresses, unless you have particular ones in mind.

   "In number five, the actual Web Quest is designed." Read the Web Quest to participants. Point out the six parts of the Web Quest that are listed. "Any questions about how to use this form?" Take questions. "Remember to save any Web Quest that you start today on the computer onto your disk. Also, I'm now going to hand out the Participant's Reference Materials, which is basically background reading that will help you with your Web Quest design." Pass out this information.

3. Let participants start their Web Quest design. Expect participants to work at different paces. If you are conducting a six-hour workshop instead of a four-hour one, this is the time to allow your participants to design their Web Quests.

4. Segue: "We're about out of time now, but I want to take the last 10 minutes to wrap up what we've learned."

Activity: Wrap Up

Time: 10 minutes

Purpose: To finalize the workshop with a brief discussion

Format: Whole group discussion

Materials: H#12: Integrating Technology into the ESL Classroom Evaluation

Special Facilitation Notes:

Description:

1. Ask participants what they feel are one or two valuable things they learned from the workshop. Also ask what they plan to do with the information they gathered today. Remind them to use their allotted time to finish their Web Quests outside of the workshop, if they have this available.

2. Ask participants to fill out Handout #12, the Evaluation. Give them about 5 minutes at the end of the workshop to complete this and turn it in to you.

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Facilitator's Overheads

- OV#1 Warm-up -- Participant Information Grid
- OV#2: Workshop Objectives
- OV#3: Workshop Objectives
- OV#4: "The Skills Demands"
- OV#5: The Digital Divide for ESL Students
- OV#6: Equipped for the Future Standards for Adult Performance
- OV#7: Summer 2000 Needs Assessments
- OV#8: Blank: Technology Integrated Lesson Planning Worksheet
- OV#9A-C: Technology Integrated Lesson
- OV#10: Learning English on the Web Worksheet
- OV#11: Lesson Planning Objectives and Web Sites
- OV#12: Class Internet Use: Successes and Challenges
- OV#13A&B: Web Quest Planning Sheet

Integrating Technology in the ESL Classroom - Workshop Warm-up Information Grid

OV#1 Handout #1

INSTRUCTIONS: *Take this time to get to know your fellow participants. Interview three or more people and complete the grid using the information they give you.*

What's your name	Where do you work?	What's your job?	Does your program have computers/ Internet access?	Do you use technology/ the Internet in the classroom? For what topics/purposes?	How did you like using technology in the classroom?

INTEGRATING TECHNOLOGY IN THE ESL CLASSROOM

WORKSHOP OBJECTIVES

- ✓ Understand why integrating technology is important in the ESL classroom.
- ✓ Learn ways to successfully integrate technology in the classroom.
- ✓ Learn how to develop and use Web Quests as an approach to teaching curriculum objectives.

INTEGRATING TECHNOLOGY INTO THE ESL CLASSROOM

Workshop Agenda

Warm-up Activity

Workshop Introductions

Successful Integration of Technology in the Classroom
Classroom Videos & Video Feedback

Lesson Planning Framework Overview &
Sample Lesson Plan

Lesson Plan Development

Break

What is a Web Quest and How Do I Develop One?
Introduction and Demonstration

How-to and Hands-on Lesson Planning
Developing Your Own Web Quest

Wrap-up, Final Comments, Q & A, and Evaluations

Workshop Ends

"The skill demands for work have increased dramatically, as has the need for organizations and workers to change in response to competitive workplace pressures... Above all, information and knowledge are growing at a far more rapid rate than ever before in the history of mankind."

Source: The National Research Council's 1999 report, *How People Learn: Brain, Mind, Experience, and School*

OV#5

The Digital Divide for ESL Students

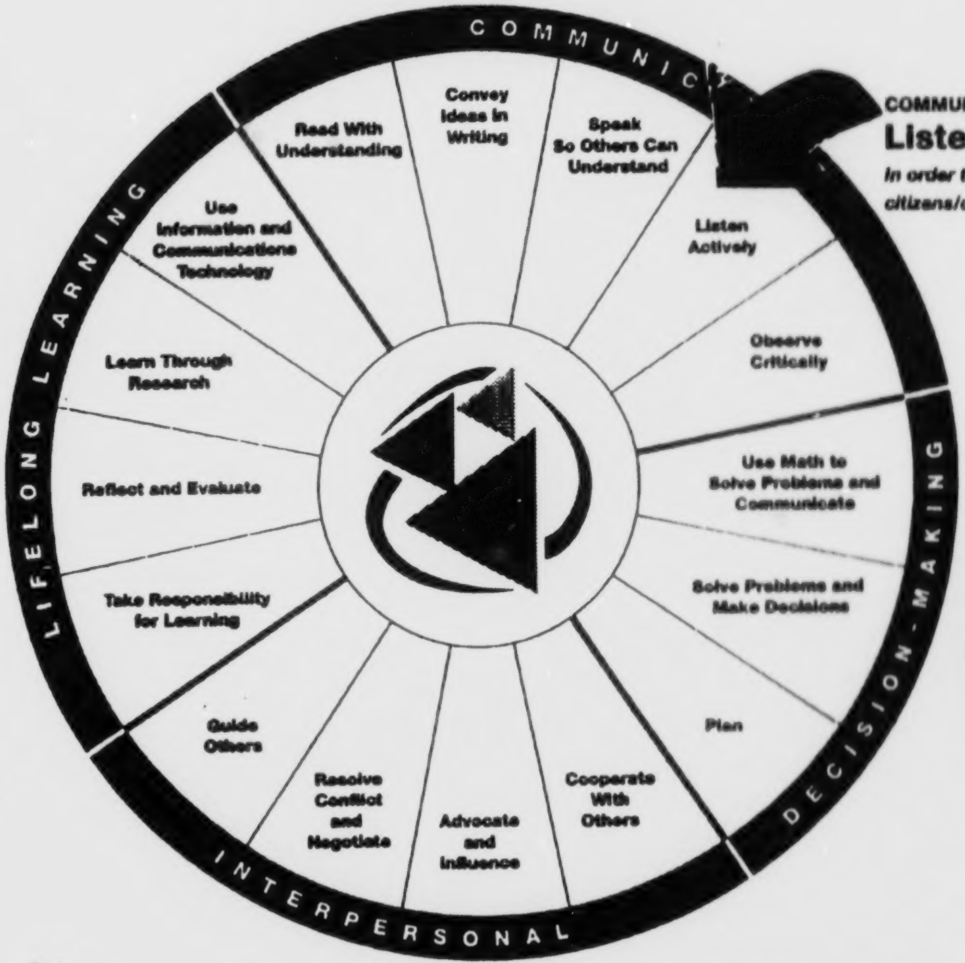
87 percent of documents on the Internet are in English

32 million Americans speak a language other than English as their primary language.

26 million Americans who are foreign born can't get content that focus on their cultural interests and practices

Source: The Children's Partnership, *Online Content for Low-Income and Underserved Americans: The Digital Divide's New Frontier*

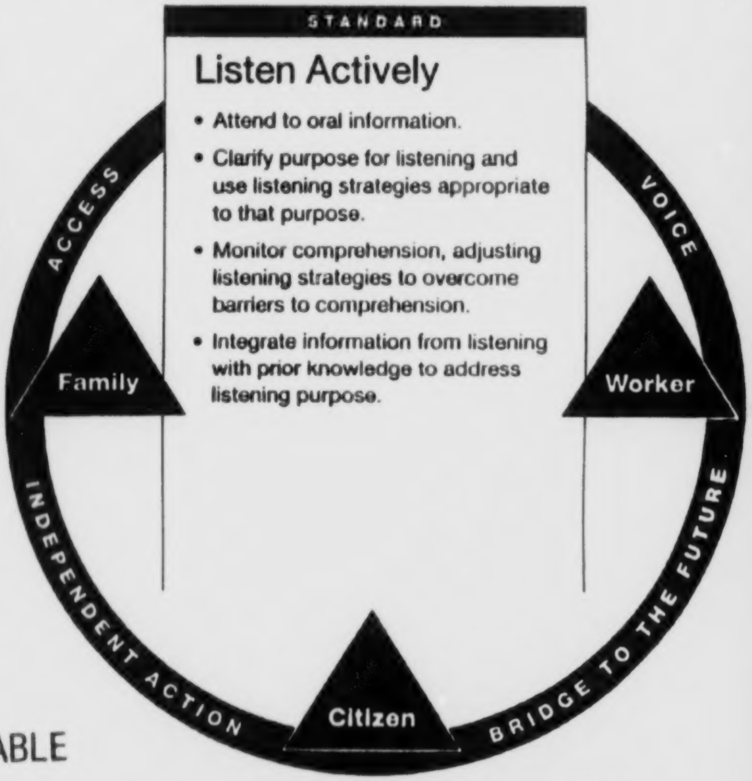
EFF Standards for Adult Literacy and Lifelong Learning


COMMUNICATION
Read With Understanding
Convey Ideas in Writing
Speak So Others Can Understand
Listen Actively
Observe Critically
DECISION-MAKING
Use Math to Solve Problems and Communicate
Solve Problems and Make Decisions
Plan
INTERPERSONAL
Cooperate With Others
Advocate and Influence
Resolve Conflict and Negotiate
Guide Others
LIFELONG LEARNING
Take Responsibility for Learning
Reflect and Evaluate
Learn Through Research
Use Information and Communications Technology

COMMUNICATION SKILL

Listen Actively

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:


ACCESS
VOICE
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Family
Worker
Citizen

STANDARD

Listen Actively

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

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In a response to a Summer 2000 needs assessment survey at a large ESL program for adults…

The most highly desired training for teachers at all locations (both intensive and non-intensive programs) was for:

- ✓ How to Use Web Sites *(in general)* for Teaching Specific Curriculum/Life Skills Unit Objectives
- ✓ How to Use *ESL* Web Sites in the Classroom

OV#8 Handout#5

Technology Integrated Lesson Planning Worksheet

Overview:

Curriculum Objective	Technology Related Activity	EFF Standard/Skills to be practiced/evaluated

Level: circle one: Beginner Intermediate Advanced
Duration of Lesson: _________ (hours/minutes)
Materials Needed: ____
Software/Web sites Used: ____

Stages of the Lesson

Warm-up

Presentation

Practice

Application

Evaluation of Skills

Wrap-up

OV#9A Handout#6

Technology Integrated Lesson Planning Worksheet

Overview:

Curriculum Objective	**Technology Related Activity**	**EFF Standard/Skills to be practiced/evaluated**
In an interview situation ask and answer questions, including ones related to capabilities and experience	Go to two web sites to practice job related skills Web Site 1: *build job-related vocabulary* Web Site 2: *practice forming interview questions*	- Use Communications and Information Technology - Speak So Others Can Understand - Listen Actively

Lesson plan:

Level: circle one: [✓ Beginner] Intermediate Advanced
Duration of Lesson: __5 hours_ (over 2 days)
Materials Needed: overhead of funny interview situation, lesson worksheet for use in computer lab, line dialog cards
Software/Web sites Used:
Internet TESL Journal: http://www.aitech.ac.jp/~itesls/sw
ESL Blues: http://www.collegeem.qc.ca/cemdept/anglais/marcof.htm

Stages of the Lesson

Warm-up

- Show overhead of funny interview situation (applicant smoking in interview) and talk about interview etiquette. Discuss in large group: Have you had an interview in the United States? Was it in English? Was it a phone interview or personal interview? Was it easy or difficult?

- In small groups, students have 5 minutes to brainstorm possible interview questions.

Presentation

- In a round robin format, have groups report questions they came up with (or have students write 3 questions they came up with)
- Correct the sentences and explain question-forming structure in English.
- explain computer lab/Internet assignment using an overhead of worksheet and review any new vocabulary.

Practice

- with a partner who does not speak your language, go to the two web sites listed and fill out your worksheet. (1 hour)

Application

Next class warm-up

- help with pronunciation of difficult words and have students in pairs, practice the interview dialogue

Evaluation of Skills

EFF Standard - Use Communications and Information Technology
EFF Standard - Speak So Others Can Understand
EFF Standard – Listen Actively

- listen to pair practice and evaluate students on their speaking ability, their ability understand each other and my ability to understand the dialogue. Listen to students during line dialogue exercise.
- While in lab, observe and evaluate students use of the computer & Internet.

LEARNING ENGLISH ON THE WEB

Jobs Unit-high beginning/intermediate

1. **Vocabulary Building – THINGS YOU FIND IN A RESTAURANT** site ref: Internet TESL Journal
   Web Site address: www.aitech.ac.jp/~itesls/sw/ then click on **Restaurant**

Unscramble the anagrams and write the words you learn.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35

2. **Telephone Interview Practice**
   Web Site: www.collegeem.qc.ca/cemdept/anglais/marcof.htm site ref: ESL Blues

Marc has a phone interview today. Look at the Interviewer's answers and type an appropriate question into the computer. Then, check you answers and write the correct answers here.

Marc:
Interviewer: The restaurant is in Soho.
Marc:
Interviewer: It is a high-class Italian restaurant.
Marc:
Interviewer: It is about 5 blocks from the subway.
Marc:
Interviewer: The salary is $10 an hour, but the tips are good.
Marc:
Interviewer: The tips are very good. A good waiter can earn $150 a night just in tips.

Now the interviewer asks Marc a few questions. What are the questions? Type your questions into the computer then. Check your answers and write the appropriate answers here.

Interviewer:
Marc: I am from Quebec, Canada.
Interviewer:
Marc: Yes, I'm a legal resident of the United States. I have my green card.
Interviewer:
Marc: Yes, I'm an experienced waiter.
Interviewer:
Marc: My native language is French. I also speak Spanish and, as you can see, English.
Interviewer:
Marc: My Spanish is very fluent.
Interviewer:
Marc: I'm available for work on weekends.
Interviewer:
Marc: *I'm twenty-four.
Interviewer:
Marc: I'm 5 feet 11 inches tall.
Interviewer:
Marc: No, my hair is very short.
Interviewer:
Marc: Yes, I'm ready to start work immediately.

* you do not need to give your age in an interview.

Mary Kay Alegra, REEP, Arlington, VA-permission granted to copy for classroom use.

Lesson Planning Objectives and Web Sites

Unit: Transporation

Sample objectives for unit

Beginner Level

__ Ask/answer questions about the bus and metro schedule
__ Ask for and give directions
__ Identify common traffic signs

Intermediate Level

___ State route of specific destination
___ Ask for and give directions
___ Identify traffic laws and signs

Advanced Level

Reading strategies objectives:
___ Preview, skim, scan a text
___ Identify main ideas
___ Deduce meaning from Context

Web Site References

(For today's training purposes, please limit your web sites to these two)

These sites have been previewed and evaluated for appropriateness in ESL classes of all levels.

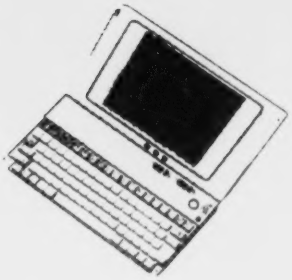
Washington Metro Area Transit Authority www.wmata.com
This site has information on schedules, how to buy farecards, fares, timetables, routes. The Ride Guide gives customers point to point transporation information using an easy three-step process.

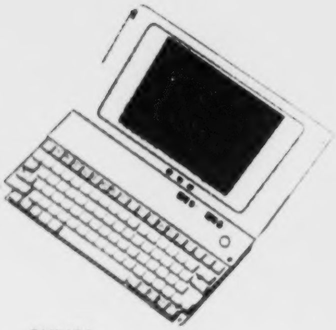
Department of Motor Vehicles (Virginia) www.dmv.state.va.us/
This site has information on obtaining and renewing a driver's license, how to buy plates. It contains DMV forms, and sample tests to practice signs and general knowledge.

Class Internet Use

Successes:

Challenges:





OV#13A

Web Quest Planning Sheet

Now it's your turn to start to design a Web Quest! It's a good idea to write down your ideas on paper before you type up your Web Quest on the computer. Just use this handy planning tool. Once you start typing your Web Quest onto this computer, you can save your work onto the disk we have given to you.

You will start your Web Quest today, although you probably won't finish it. That's OK. Your facilitator will tell you about your school's procedures to finish and submit your Web Quest.

Helpful hint: Struggling to find the right websites? Don't worry! You can still design your Web Quest and find good websites later. Just include a brief description of the kind of website you'd like to find. Then, use readings from your appendix, such as the Internet searching article and the Internet bookmarks resource, along with information you get from discussions with other teachers, to locate the websites that are appropriate for your class. Good luck!

1. What level do you teach? **Basic (beginning) English**

2. What is a unit from your school's curriculum that your class has recently studied, is studying, or will study soon? **Family**

3. What is an objective from that unit that you practice with your students? (Use your school's curriculum as a reference if necessary.)

Identify immediate family relationships

4. What sort of websites would help your students practice/study this objective?

Websites about families, websites that correspond to the New Oxford Picture Dictionary (if that's what students are using in class), ESL-specific sites with appropriate vocabulary

5. Now, you can start to plan your Web Quest. Fill out your ideas for each component of a Web Quest below. Find explanations of each Web Quest component at http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html (This is also a reading in your appendix called "Building Blocks of a Web Quest.")

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Introduction: **Today, in the computer room, you will practice using family names.**

Task: **You will practice the words "mother," "father," "grandmother," and "grandfather."**

Process: **1. Go to the website www.families.com** (Note to teachers: This is a real website, but isn't geared toward ESL learning. We are using this for demonstration purposes only.)

2. Look at the picture of the Miller family. It is the same picture on the worksheet your teacher gave you.

3. Use the worksheet to label who is the mother, father, grandmother, and grandfather.

4. Share your answers with your teacher and a classmate.

EXTRA PRACTICE: Use the worksheet and label who is the sister, brother, aunt and uncle.

Resources: **The website, your worksheet, and the New Oxford Picture Dictionary.**

Evaluation: **Show your work to your teacher.**

Conclusion: **Now you have learned important family words!**

Table of Contents

Backup Presentation Materials

Note: These materials are included here in your Facilitator's Guide in case you have computer problems and cannot access the web sites referred to throughout the Facilitator's Guide. There is also a hard copy of the Web Quest about Web Quests, which is a file called "webq" on the participant's disk. If you cannot access the above web sites or disk file, photocopy the materials listed below that you need and turn them into overheads or handouts as necessary.

- **Scrambled Words for ESL Students-Restaurant – PRES#1**
- **ESL Blue(s) Quizzes: Telephone Job Interview –PRES#2**
- **Web Quests in Our Future: Kathy Schrock Slide Presentation –PRES#3**
- **The Web Quest about Web Quests –PRES#4**
- **Matrix of Web Quest Examples –PRES#5**
- **Are You What You Eat? Web Quest –PRES#6**
- **Zoom In On Your Future Web Quest –PRES#7**

PRES#1

Interesting Things for ESL Students

Scrambled Words - Restaurant

Put the letters in the correct order to make a word.

By Charles I. Kelly

Site Menu ▾

SCRAMBLED WORDS

INSTR

Drag the letters to
to make a word. U
in any order. You c
help using the butt

Copyright (C) 1999 by Charles Kelly
This page is a part of Scrambled Words for ESL Students.

The Java applet is Copyright (C) 1999 by Aviva Furman

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PRES#2

Telephone Interview: *questions using 'be'*

Marc is responding to a newspaper ad for a waiter position at a restaurant in Manhattan, New York City. This is part of the telephone conversation between him and the manager of the restaurant (the interviewer).

Compose the questions for the highlighted answers. When possible, use the same words as in the answer. Look at the examples:

- **Question:** **What are the hours?** ✓
- **Answer:** ***The hours are 9 p.m. to 4 a.m.*** **(Clicking on any highlighted text gives you extra feedback)**

Click here for pop-up that explains how to ask questions using ***how*** and the verb *to be*.

Interviewer: Yes, can I help you.

Marc: My name is Marc Ryan and I'm calling about the waiter job. Is it still open?

Interviewer: Yes, it's still open. Are you interested?

Marc: Yes, I am. But I have a few questions.

Interviewer: All right. Ask away.

Marc: `Where`

Interviewer: The restaurant is in Soho.

Marc: `What kind`

Interviewer: It is a high-class Italian restaurant.

Marc: `How far`

Interviewer: It is about 5 blocks from the subway.

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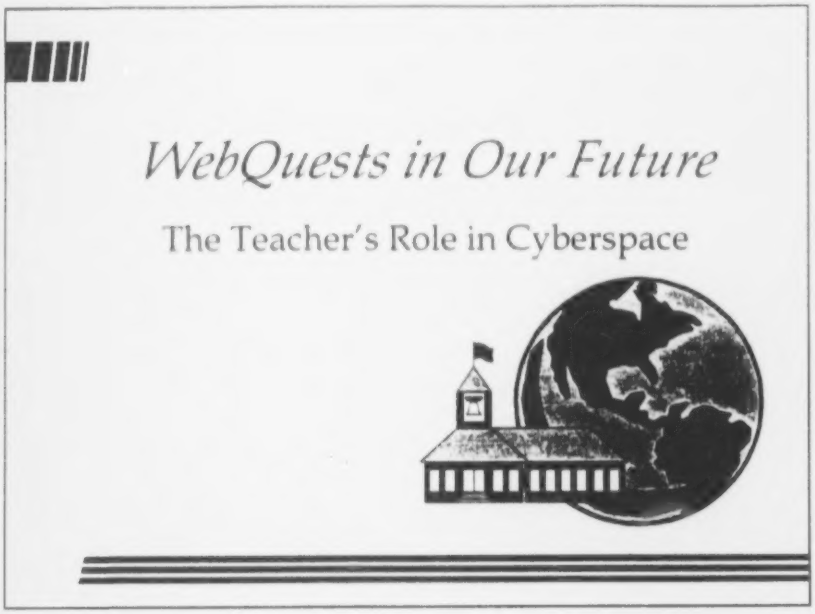

WebQuests in Our Future

The Teacher's Role in Cyberspace

Prepared by Kathleen Schrock
c1996, 1998

Adapted from the articles
by Bernie Dodge, San Diego State University

"Some Thoughts about WebQuests"
(http://edweb.sdsu.edu/courses/edtec596/about_WebQuests.html)
and
"Building Blocks of a WebQuest"
(http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html)

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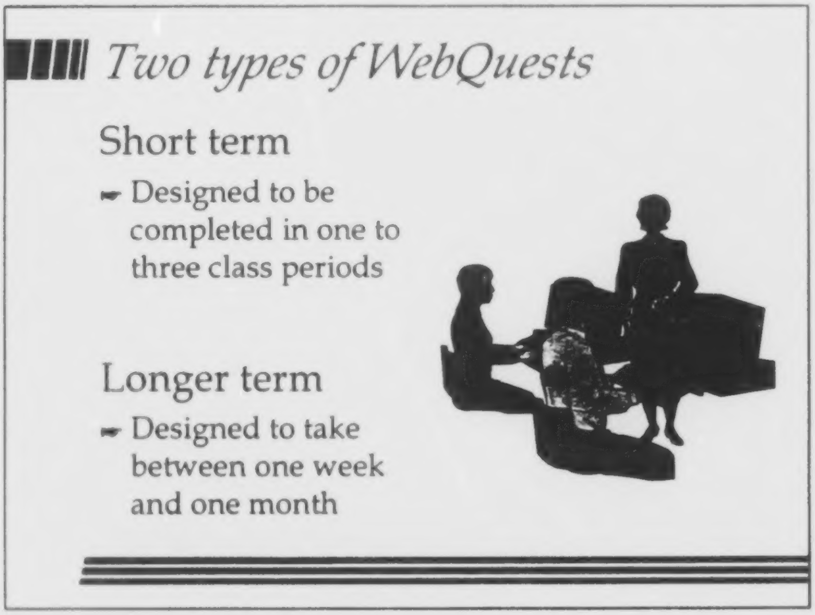
Definition of a WebQuest

- An inquiry-oriented activity in which some or all of the information that students interact with comes from resources on the Internet



Two types of WebQuests

Short term

- Designed to be completed in one to three class periods

Longer term

- Designed to take between one week and one month

http://school.discovery.com/schrockguide/webquest/wqs11.html

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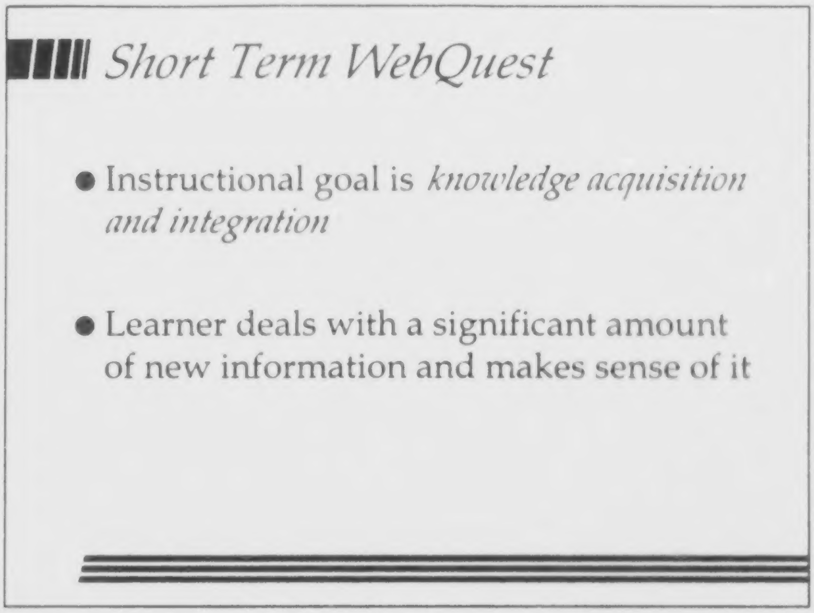
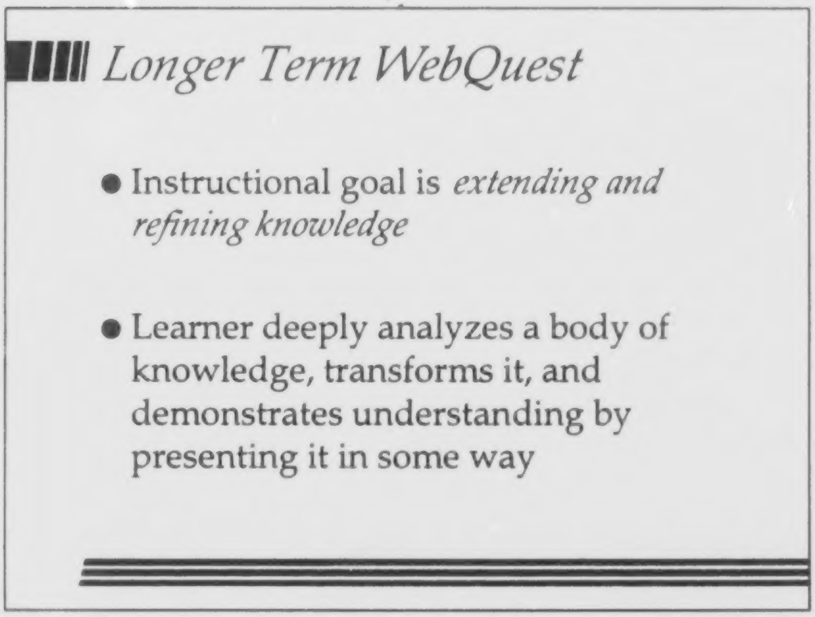


Short Term WebQuest

- Instructional goal is *knowledge acquisition and integration*
- Learner deals with a significant amount of new information and makes sense of it



Longer Term WebQuest

- Instructional goal is *extending and refining knowledge*
- Learner deeply analyzes a body of knowledge, transforms it, and demonstrates understanding by presenting it in some way

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Critical Attributes of a WebQuest

1 Introduction
2 Task
3 Process
4 Information sources
5 Evaluation
7 Conclusion

Non-critical Attributes

- Most likely to be group activities
- Include role-playing for learners
- Single discipline or interdisciplinary

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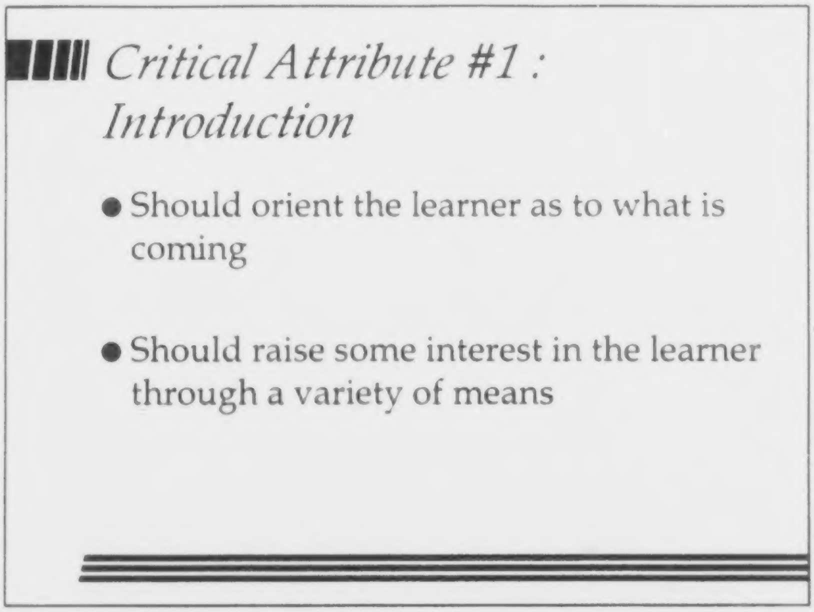
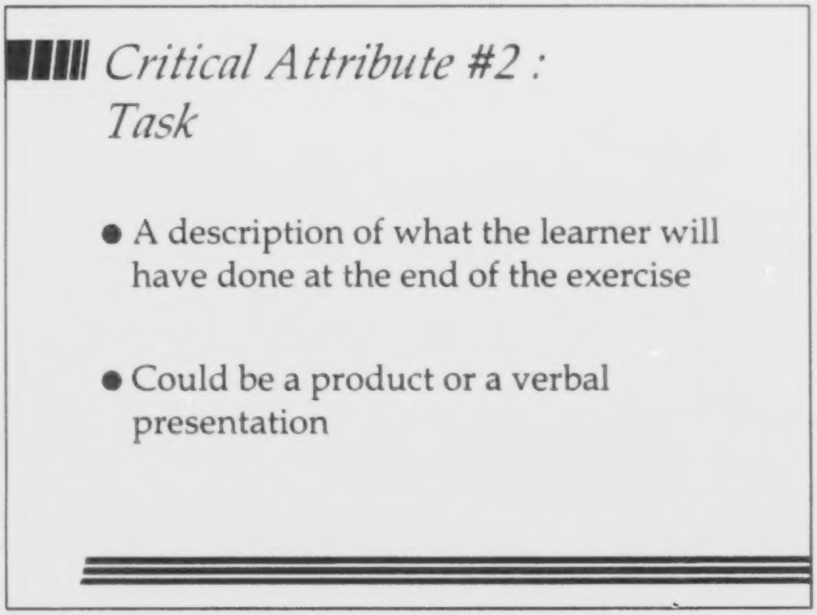


Critical Attribute #1 : Introduction

- Should orient the learner as to what is coming
- Should raise some interest in the learner through a variety of means



Critical Attribute #2 : Task

- A description of what the learner will have done at the end of the exercise
- Could be a product or a verbal presentation

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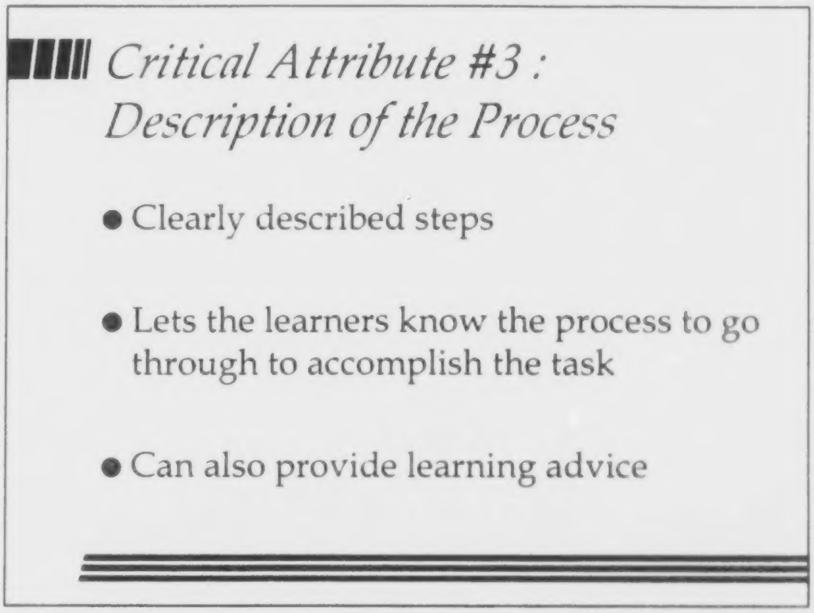
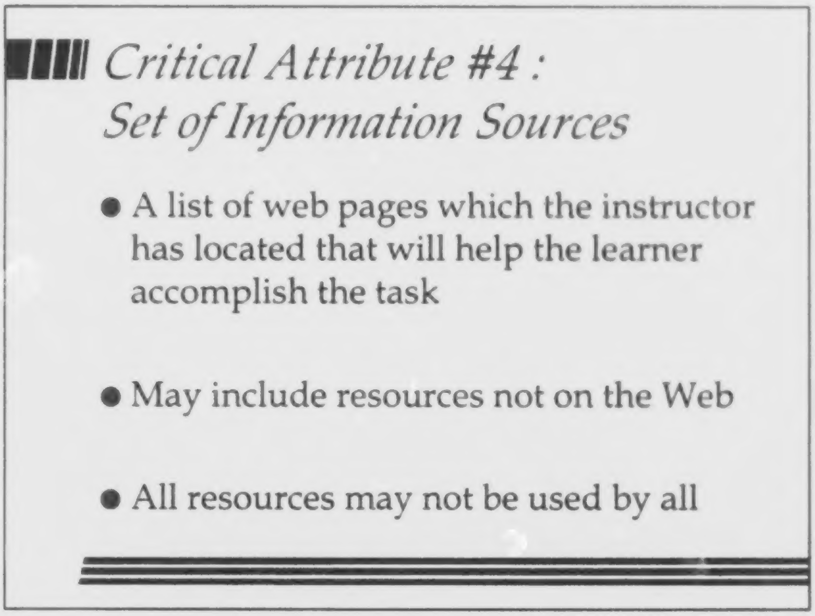


Critical Attribute #3 : Description of the Process

- Clearly described steps
- Lets the learners know the process to go through to accomplish the task
- Can also provide learning advice



Critical Attribute #4 : Set of Information Sources

- A list of web pages which the instructor has located that will help the learner accomplish the task
- May include resources not on the Web
- All resources may not be used by all

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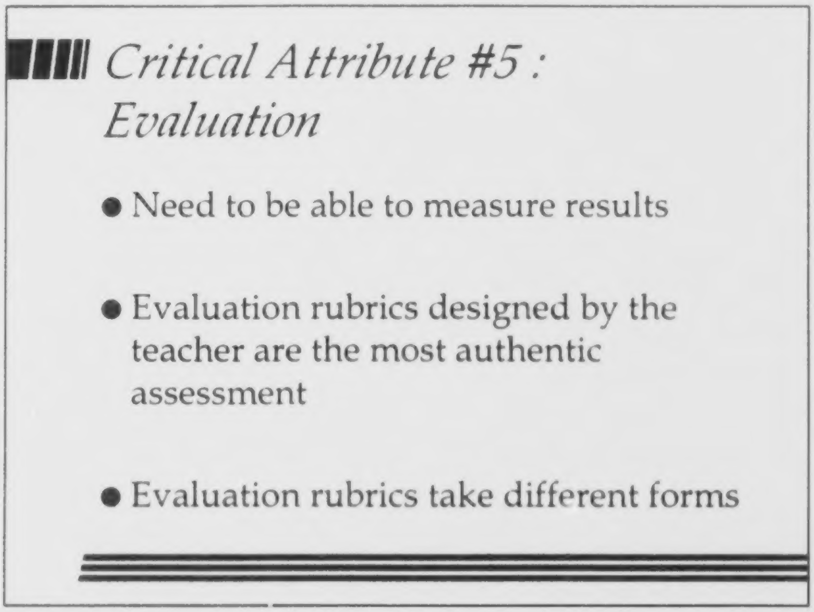
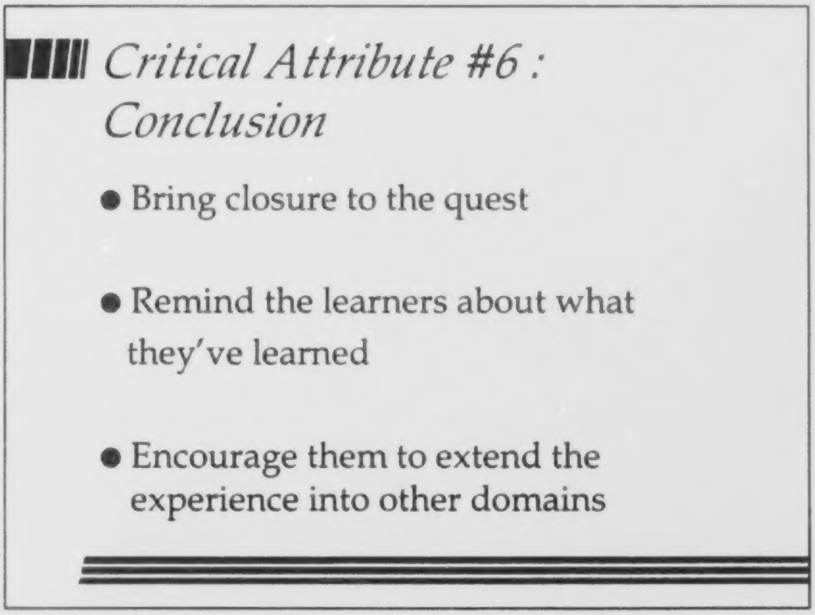


Critical Attribute #5 : Evaluation

- Need to be able to measure results
- Evaluation rubrics designed by the teacher are the most authentic assessment
- Evaluation rubrics take different forms



Critical Attribute #6 : Conclusion

- Bring closure to the quest
- Remind the learners about what they've learned
- Encourage them to extend the experience into other domains

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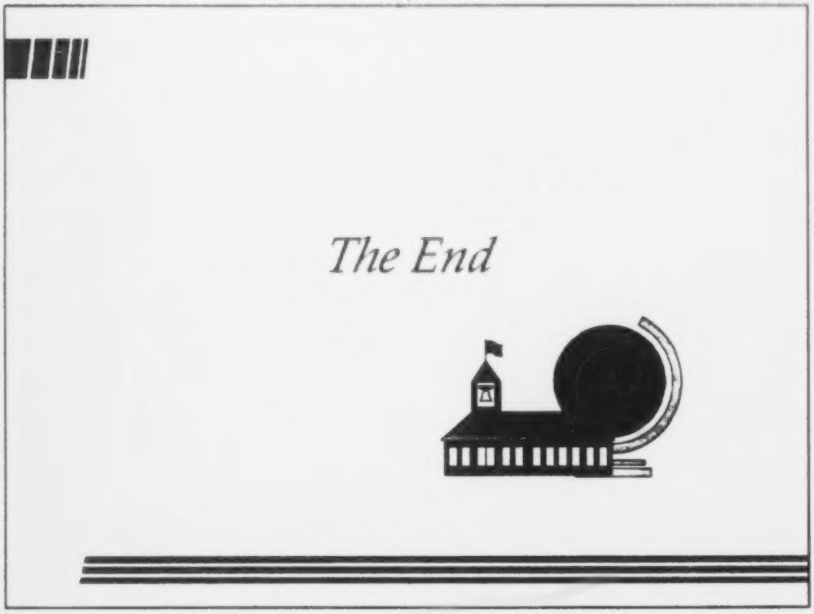
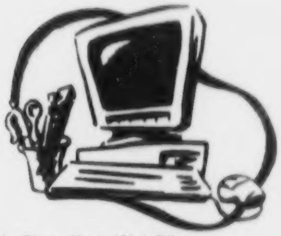
Design Steps for Teachers

- Become familiar with resources online in your content area
- Organize the resources into categories like databases, reference material, etc.
- Identify topics that fit in with the curriculum and which there are materials online



The End



PRES#4A, Also on disk, file called "WebQ"

The Web Quest on Web Quests

Introduction

Just what are Web Quests, you ask, and how can they apply to my adult ESL class? Web Quests are an easy and creative way to use the Internet with your class, and get your students accustomed to using computers. The beauty of Web Quests is that you decide on the content; you can make Web Quests about finding a job, buying a Metro card, planning a trip, choosing a doctor….the possibilities are endless! The Web Quest itself is just a format to follow, and the format encourages students to use inquiry-based thinking skills. For your introduction to Web Quests, follow the web-based Power Point slide show your facilitator will show you. Be prepared to answer questions about the six parts of a Web Quest.

Task

You'll want to look at existing Web Quests to get a better idea of what exactly Web Quests are and how other teachers have tailored them for their classes. That's why your first task is to browse through two or three Web Quests and take a critical look at one, then rate it for various criteria. Go to http://edweb.sdsu.edu/webquest/matrix.html and you'll find a variety of Web Quests from elementary, secondary, and adult education settings. The Web Quests are categorized by school subjects, such as language arts, science, and careers. Unfortunately, these Web Quests were not made for adult ESL. There aren't many Web Quests right now that fit adult ESL classes. However, we trust that you'll use your creativity to get good ideas from these Web Quests for your own. After scanning a few Web Quests, choose one to read in detail, and evaluate it with a partner. Use the Web Quest Reflection Form in your training packet to help you.

Resources

Your resources for the above task are the web site address above, the Web Quest Reflection Form, and a disk.

Process

For the Process part of your training, we will teach you how to make a Web Quest using Microsoft Word 97. You'll learn how to adjust the font and the size of headings, and how to get pictures from the Internet. You can then use the outline you create to help you in the next part, where you'll start to make a Web Quest that's appropriate for your class. Make sure to save the Web Quest you start onto your disk. Use the instructions in your training packet and follow along with us.

Evaluation

As you complete the tasks of this training, continue to reflect on what kinds of Web Quests and web-based activities could work in your class.

Conclusion

Now here's the fun part. It's your turn to design a Web Quest for your class! You may not have time to finish the Web Quest today. Your training facilitator(s) will tell you how to proceed with finishing your Web Quest. However, today's a good time to get acquainted with web sites that might fit your class, learn more about searching the web, and practice the mechanics of making a Web Quest. Your Web Quest Planning Sheet will help you get your ideas on paper either before or while you make your Web Quest.

There are a number of resources to help you find appropriate web sites and insert clip art. You'll find some goodies in your training packet appendix, such as "Specialized Search Engines and Directories," a list of Internet bookmarks that provides web sites already proven to fit adult ESL classes; and the Spring Institute's publication "Compass Points," which gives ideas on using the Internet to meet job-related competencies in a lifeskills curriculum. Still aren't sure about a topic for your Web Quest? Ask your facilitator to give you a topic and suggested links to go with the topic.

Here are some more links to help you:

To find good clip art: http://www.arlington.k12.va.us/ITTC/cwew/clipart.htm links to a number of websites with clip art

To learn about searching the Internet:
http://edweb.sdsu.edu/webquest/searching/stepzero.html and
http://edweb.sdsu.edu/webquest/searching/sevensteps.html

To find a compilation of a variety of search engines: http://www.allsearchengines.com Also, http://www.dogpile.com has all of the major search engines in one place

To get tips on searching the Internet:
http://nuevaschool.org/~debbie/library/research/adviceengine.html

And to connect to two comprehensive links with more details on Web Quests, go to

http://edweb.sdsu.edu/webquest and click on "Training Materials"

http://www.arlington.k12.va.us/schools/gunston/teams/special/kschaffner/webquest/webquest.html

You'll also find hard copies of the readings on searching the Internet in your Appendix. Happy hunting!!

PRES#5A

MATRIX OF EXAMPLES

WebQuests have been developed by student teachers, experienced teachers, library/media specialists and others. The matrix below shows some examples. Some are more complete than others; many were developed as part of a course or workshop and are not fully fleshed out or tested.

We now have over 350 WebQuests here and have outgrown the old format for this page. WebQuests are now listed on five separate pages broken down by Grade Levels.

Kindergarten - 3rd Grade

4th Grade - 5th Grade

Middle School

High School

Adult / College

There are hundreds of additional WebQuests beyond what's in these matrix pages. See the WebQuest Collections page for a more comprehensive (but less selective) list. An older version of this matrix page contained half as many WebQuests.

Would you like to submit a WebQuest you've written for possible listing here? Fill out our New WebQuest Submission Form.

Return to the WebQuest Page

This page maintained by Bernie Dodge. Last updated December 5, 2000.

PRES#5B

WebQuest Example Matrix

Grades 9-12

This selective listing shows WebQuests that go beyond just retelling. They require students to transform information into some new form. For more information on 11 ways to do this, see the WebQuest Taskonomy.

Art & Music

2030: Homesteading Mars New

ArtQuest

Jazz Journals New

Mathart: Connecting Math and Art New

Mural-venture New

Nicaragua Quest New

Puzzling Mathematics New

Sonny's Blues

Teen's Guide to Music on the Web

The Art of Mathematics New

Business/Economics

Buckaroo Investment Club

Business Plan Development New

Congratulation$! NowWin! New

Designing a Web Page

When I Grow Up New

PRES#5C

English/Language Arts

"Great Expectations" for a Creative Textbook

"The Adventures of Huckleberry Finn" in the 21st Century New

A Separate Peace

A Traveler's Graphic Journal New

All Roads Lead to Rome New

America Dreams ...through the decades

An Unsolved Mystery New

ArtQuest

Bay Quest New

Create a Travel Brochure

Creating an Anthology of Literature

Cyber Science Mag

Diary of Anne Frank

Dinosaur Scientists

Fact or Fiction: Truth, Opinion, and the Web New

Farenheit 451

Give Jonas a New Home

In the Middle of the Night

Intolerance and Fear - Constructing New Tomorrows New

Jean-Paul Sartre NO EXIT Webquest

Letters to . . . Nora and Torvald

Modern Interpretations of Literary Works

Mythology

Night

O Pioneers! New

Odyssey Theme Park New

Personal Reflections on Vietnam New

Poetry and the Planets

Rewriting Romeo and Juliet New

Roll of Thunder: Hear My Cry

Sonny's Blues

Spoon River Anthology

Student Press Law and Ethics WebQuest

http://edweb.sdsu.edu/webquest/9-12matrix.html

The Awakening

THE CRUCIBLE: TIMELESS PERSECUTIONS

The Devil's Arithmetic

The Outsiders

The Salem Sentinel New

The Tempest: Heroes' Journeys New

The Tinman Project

The Watson's Go To Birmingham Webquest

Their Eyes Were Watching God

To Kill a Mockingbird: Extra!

To Kill a Mockingbird: Growing up in the 1930s

Under the Blood Red Sun

Understanding Fallacies

Updating the Classics

When I Grow Up New

Women's Plight to Be Heard

Wringer

Ye Olde Shoppe New

You Teach the Decades New

Zoom in on Your Future

Foreign Languages

Exploring Mars New

Mexico City Earthquake

Pinochet and Human Rights: Reevaluating Policy New

Un Jour à Paris

Update on Ecuador

Health & P.E.

Eating Disorders New

Foods of the U.S.

Hockey Salary Creator

Personal Trainer

Teen Nutrition and Health New

Life Skills/Careers

A Traveler's Graphic Journal New

Choices into Action Webquest New

Designing a Web Page

Employment Applications New

Foods of the U.S.

FutureQuest

Living it Up New

My First Car New

Personal Budget WebQuest

Philosophy: Development of Strong Morals & Values New

Ready to Take the Wheel

When I Grow Up New

Zoom in on Your Future

Mathematics

Evaluating Math Games

Hockey Salary Creator

Major Leagues

Mathart: Connecting Math and Art New

My First Car New

Nobel Mathematicians

Personal Budget WebQuest

Puzzling Mathematics New

The Art of Mathematics New

The Best Mathematicians You've Never Heard Of New

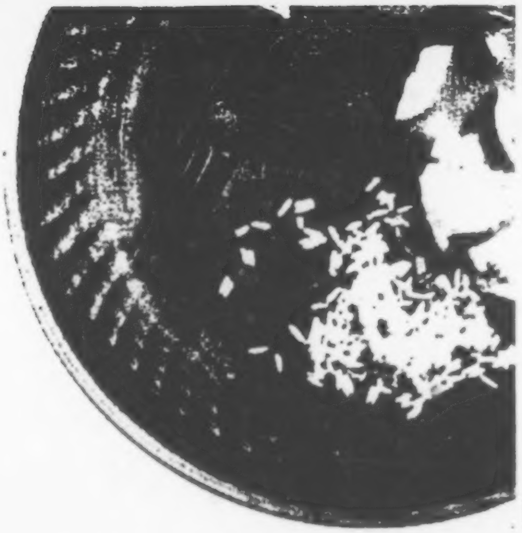
Titanic: What Can Numbers Tell Us?

Travel Agent

What's in a Line? New

When Will I Ever Use This? New

Yellowstone Caldera Webquest New



Are What You Eat?

by

Paula Hall

Introduction Task Process Learning Advice
Resources Evaluation Conclusion

Introduction

The saying goes Across the United States, seven main regions have developed their own cuisine based upon their origins. But we, as a nation, have been shown to have one of the highest incidences of heart disease due to our diets. Every 34 seconds, someone dies from heart and blood vessel diseases, America's number one killer.

The Task

You are a taskforce of home economics students whose mission is to publish a cookbook of healthy regional recipes for the United States. Included in this cookbook will be guidelines for healthy eating as well as sample menus from each region which meet healthy guidelines. All recipes must be tested and sampled by the class before inclusion in the cookbook.

In order to complete your project you will need to answer the following questions:

- What is a "healthy" diet as defined by the *Dietary Guidelines for Healthy Americans*?
- What are the five food groups in the Food Guide Pyramid and how many servings should you obtain from each group daily for a healthy diet?
- What causes a heart attack and what are the warning signs?
- What are the risk factors for heart disease?
- What methods can be used to lower fat and cholesterol in cooking and in recipes?
- What are the seven regional food areas of the United States?

Top of Page

The Process

The class will be divided into seven teams for this project. Each team will be assigned one region of the United States to research. Each team will:

1. Make a list of foods specific to your region and investigate their history.
2. Design a sample menu of ethnic foods for their region from the above list including entree, starch, vegetable, bread, dessert, and beverage. Salad = extra points.
3. Obtain sample recipes for these foods by using the Internet to locate recipes or by conferencing with a chef for recipes over the Internet.
4. Analyze each recipe on the menu for the following nutrients and construct a table with the nutrient analysis for each recipe as follows:

Nutrition Analysis for:(Recipe Name)

Calories	Protein	Carbohydrates	Fat	Cholesterol	Sodium

5. Total the nutrients for each complete menu and determine whether or not the menu is healthy using the *Dietary Guidelines for Healthy Americans*. If the menu is not healthy, use the methods for lowering fat and cholesterol and recipe modification to revise recipes.
6. Prepare all healthy recipes for the class to sample, and submit them in recipe format to be placed into the cookbook.

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Learning Advice

You may wish to divide up your tasks with each member of your team researching the answers to specific questions to expedite this project. It is required that you keep a journal of your research. There are many nutrition and health-related sites on the Internet to help you with your research. Visit the Homesick Gourmet to get an introduction to foods from 6 of the 7 regions. (NOTE: You will not find one of the regions here!) Visit the American Heart Association, talk to a Chef, a Dietitian, or find out about your heart and how to improve your diet by using other resources you found during your research.

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Resources

Offline

- *Food for Today* by Helen Kowtaluk and Alice Kopan
- *Guide to Good Food* by Velda Largen and Deborah Bence
- *The World of Food* by Prentice-Hall, Inc.

Online

-
-
-
-
- Nutrition Analysis:
-
-

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Other Resources

PRES#6C

Nutrition Resources | Find a Dietitian | Gateway to Related Sites

[illegible] Page

Evaluation

Your project will be assessed using the following rubric.

ITEM	EXCELLENT (A)	GOOD(B)	FAIR(C)	INCOMPLETE
BASIC KNOWLEDGE OF NUTRITION AND HEART DISEASE	All questions answered completely and correctly explaining the relationship between diet and heart disease. - Additional information included showing depth of research.	All questions answered completely and correctly.	Most questions answered with accuracy, but some information lacking.	Information inaccurate and incomplete; little effort shown in researching topics.
REGIONAL MENU DEVELOPMENT	Menu appropriate for region, complete, and balanced with color and texture. History of these foods explained in detail. Extra menu components added to round out menu.	Menu appropriate for region and complete. Basic history of foods explained.	Most menu items appropriate for region with some history included.	Menu incomplete with no history included.

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RECIPE DEVELOPMENT AND ANALYSIS	Proper recipe format used, recipes analyzed for all nutrients, and recipes meet dietary guidelines. Extra recipes analyzed.	As per excellent grid but no extra recipes analyzed.	Proper recipe format used; not all recipes analyzed or meeting dietary guidelines.	Improper recipe format used; not all recipes analyzed or meeting dietary guidelines.
PREPARATION OF REGIONAL MENU FOR CLASS	Foods are attractive, garnished and taste good. Prepared according to healthy guidelines. Extra menu components added for presentation.	Foods are attractive, and taste good. Prepared according to healthy guidelines.	Minimal effort in preparing foods for menu or in meeting healthy guidelines.	Foods appear unappealing and do not meet healthy guidelines.
GROUP PARTICIPATION/JOURNAL	List of visited websites identified in journal with good explanation of group process used in completing project. Challenges encountered by group also identified and resolved.	Journal lists some websites and group process to complete project.	Few websites identified with inadequate explanation of group process.	No websites or explanation of group process included with project.

Conclusion

As a result of this webquest, you discovered what constitutes a healthy diet including how many servings of food you should eat daily from the Food Guide Pyramid, the warning signs of a heart attack and the risk factors associated with heart disease. You should also have a working knowledge of the history and types of ethnic foods indigenous to each region of the United States, along with sample menues and recipes from each region. You also learned to analyze and modify recipes to meet nutritional guidelines, and you became familiar with the preparation and taste of these foods. **Now answer:** Which region has the healthiest cuisine? The least healthy? Find out whether regional health statistics bear out this finding. Finally, use the information you learned to examine your own diet. After all,

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You are visitor number [redacted].

Zoom In On Your Future

by Regina Meeks

rmeeksgwisd.esc2.net

Introduction

"What do you want to be when you grow up?" When you were 5 and someone asked that question, you had 3 or 4 careers already chosen. You knew what you wanted to be and were totally confident that you would achieve your dream. Now that you're a senior in high school, some of you are a little less sure about what you want to be. In fact, some of you may not have a clue. Don't despair! Help is available!

In this webquest you will have an opportunity to find careers suited to your personal interests, check out colleges and universities that offer training in those careers, and check out the future prospects for those careers. As you explore these areas, you should be able to regain some of that confidence about a career choice that you had when you were 5.

TEKS

The following Webquest will partially fulfill Texas Essential Knowledge and Skills Requirements for English IV classes under Chapter 110.45.

- 1. The student writes in a variety of forms.
- 2. The student uses recursice writing processes when appropriate
- 3. the student relies increasingly on the conventions and mechanics of written English, including the rules of usuage and grammar, to write clearly and effectively.
- 4. The student uses writing as a tool for learning and research
- 14. the student uses reading and research skills to develop selfselected topics.

Task

Your task is to explore a career that you are considering going into. Your search for information should include the following areas: education and training requirements, schools and colleges that offer training in your field, cost of that training or education, job requirements, beginning salary estimates, benefits, job futures, advancement opportunities. As you research your career, you will be able to add areas of information that are specific to your particular career choice.

PRES#7B

You will use the career information you find to write a 5-7 page research paper.

Basic Requirements for the paper:

- 5-7 typed double spaced pages
- standard 12 point font
- 5-7 sources including both Internet and off line sources
- MLA documentation

Process and Guidance

Begin thinking about what you do and don't like to do. The Career Questionnaire and The Interest Finder Quiz are good places to start if you do not know what career you are interested in.

- Career Questionnaire
- Interest Finder Quiz
- College Edge Career Search
- Get a Clue About What to Do

Once you have located several careers that sound interesting to you, research those career areas.

- Virtual Careers Show
- Career Quest
- Exploring Occupations
- Career Choices

Is your career choice on the list of those that are growing or declining?

- Hot Jobs for the 21st Century
- Top 50 Jobs
- Tomorrow's Jobs
- Job Outlook '99

To find colleges or universities that offer degrees and or training in those fields, go to the following websites.

- College Choice
- University Links
- College Net
- Catapult -Visiting Colleges and Universities on the Web

If you do not have a favorite search engine, the following are good ones to use to help you find additional career related sites.

- askjeeves.com
- infoseek.com

- themining company
- hotbot.com
- cnet.com

Don't forget to check the libray card catalog for books on your career or refernces books with articles about your career. The Readers Guide to periodicals or Infotrac will help you find magazine articles related to your topic. Although using the Internet may be more fun, you should have other sources of information as well.

Do you know someone that is currently working in the career you are researching? You might want to consider setting up an interview with them. Before you do, make sure you have a list of specific questions to ask them. "What can you tell me about your job?" is not a specific question.

Your teacher is the best source of information for information on how to write the paper and for the format you should use, but for those of you who need help after hours when your teacher is not available and you left all your handouts in your locker, help is available on line.

Resources for Writers - Handouts from Purdue University Writng Lab

Guide to Grammar and Writing

Avoiding Plagiarism

Paradigm On-Line Writing Assistance

Researchpaper.com

Assessment

	Fair	Avg.	Excellent
1. Attention getting introduction	-	-	-
2.Clearly stated thesis	-	-	-
3.Adequately supports the thesis with specific, facts, examples, opinions, and other relevant information	-	-	-
4.Uses quotations appropriately	-	-	-
5. Documentation of all outside resources	-	-	-
6. Conclusion summarizes the writer's points	-	-	-
7. Contains information from a variety of sources	-	-	-
Form	-	-	-
1. Uses an effective organizational strategy	-	-	-
2. Uses trasitional words and phrases effectively	-	-	-
3. Varied sentence structure	-	-	-
4. Uses MLA documentation correctly for all quotation, and paraphrases	-	-	-

5. Works Cited page included	-	-	-
Grammar, Usuage, and Mechanics	-	-	-
1. No more than two or three minor errors in grammar and usage	-	-	-
2. No more than two errors in puntuation and capitalization	-	-	-
3. No spelling errors	-	-	-

The End

By now you should be beginning to feel more confident about chosing a career. If you found that the career you were researching does not sound like something you really want to do, don't despair. Sometimes knowing what you don't want is the first step in figuring out what you do want.

Many college freshman do not know what they want to major in. Colleges have wonderful counseling services that will help you with career guidance. Internships,part time jobs, and volunteering are good ways to get a tasté of what a career is like before you commit yourself.

Hopefully, this Webquest has helped you discover some helpful information about your career choice. I would love to hear your comments. If you find additional websites that were beneficial, I would like to know about them.

rmeeks@gwisd.esc2.net

Clip Art is courtesy of Clip Art Universe.

This WebQuest was built during a professional development experience.
-Back to the ESC-2 WebQuest Matrix-

Winter 2001

Arlington Education and Employment Program (REEP)

Integrating Technology into the ESL Classroom

Participant's Materials

Prepared by
Mary Kay Alegre, Inaam Mansoor, Donna Moss and Vanessa Phillips

This teacher training program was made possible through the GTE Links Virginia Project, funded by GTE Corporation and in cooperation with George Mason University, Fairfax, Virginia

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INTEGRATING TECHNOLOGY INTO THE ESL CLASSROOM

BACKGROUND READING

ESL Learners and the "Digital Divide"

Technology has found its way into our hearts and minds as we enter the 21st century. Word processors have replaced typewriters, a dictionary check is now a simple "spell check" and research begins on the Internet rather than at the library. The society we've created is profoundly complex and even simple functions could quickly break down without technology.

Changes in technology have also had an impact on expectations for human performance at home, at work and in the community. The National Research Council's 1999 report, *How People Learn: Brain, Mind, Experience, and School*[1], describes the change in expectations in the workplace in this way:

> *"The skill demands for work have increased dramatically, as has the need for organizations and workers to change in response to competitive workplace pressures. Above all, information and knowledge are growing at a far more rapid rate than ever before in the history of mankind."*

Access and use of information and knowledge requires new skills. Literate, English speaking, native born Americans have a distinct advantage in adapting to rapid-pace change. The information and knowledge we need is written in our language using our own cultural clues. That's not the case for English as a Second Language learners.

This phenomenon leaves adult ESL students on the other side of what's called a "digital divide". A study from The Children's Partnership, *Online Content for Low-Income and Underserved Americans: The Digital Divide's New Frontier,*[2] finds that many underserved communities are gaining access to the Internet, but many are not because of four content-related barriers: 1) lack of local information, 2) literacy barriers, 3) language barriers, and 4) lack of cultural diversity The report finds that 87 percent of documents on the Internet are in English, yet, at least 32 million Americans speak a language other than English as their primary language For many of the 26 million Americans who are foreign born, the Internet lacks content that focuses on unique cultural interests and practices and is generated by ethnic communities ESL teachers have a new challenge to identify appropriate resources and design instruction that helps students overcome these and other barriers

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[1] John D. Bransford, Ann L. Brown, and Rodney R. Cockings, eds. (1999). How People Learn: Brain, Mind, Experience, and School. (Washington, D.C.: National Academy Press), pg. 3.
[2] *Online Content for Low-income and Underserved Americans: The Digital Divide's New Frontier*, The Children's Partnership, March 2000, pg. 4.

Once ESL students get online, they may even learn faster using this medium According to a September 2000 report in the *Washington Post* documenting the increase of technology use in the classroom

> *"Education technology specialists say there is preliminary evidence that the students who may learn more using the Internet include average students, disabled ones,* ***students not fully proficient in English*** *and shy ones."*

21st Century Teaching and Learning

Technology, therefore, has tremendous potential, especially when we consider that the learning experience is changing for children and adults alike Traditional educational practices no longer provide students with all the skills they need for economic survival Students must be able to solve problems, work effectively in teams, and communicate in many ways Teachers are already combining traditional approaches with new ones In the new approach, there is less face-to-face instruction and more teachers serving as coaches and resource managers in the learning process, encouraging students to find out the answers to their questions themselves—alone or in groups –using the resources teachers provide for reference and guidance The International Society for Technology in Education's initiative, the NETS (National Education Technology Standards) Project, states the importance of combining new and traditional approaches to establish a new kind of learning environment

Traditional Learning Environment	New Learning Environment
Teacher-centered instruction	Student-centered instruction
Single-sense stimulation	Multisensory Stimulation
Single-path progression	Multipath progression
Single media	Multimedia
Isolated work	Collaborative work
Information delivery	Information exchange

Passive learning	Active/exploratory/inquiry-based making
Factual, knowledge-based learning	Critical thinking and informed decision-making
Reactive response	Proactive/planned action
Isolated, artificial context	Authentic, real-world context

ESL programs with a curriculum that is learner-centered and focuses on survival and life-skills have already established themselves in a new learning environment Integrating technology into the curriculum is an essential component to further empower learners

The Framework for Integrating Technology into the ESL Classroom

So, how can teachers incorporate technology into the ESL classroom? Where do language instruction, 21st century skill demands, and computer technology overlap, and how can teachers become knowledgeable about this topic?

One major study helps address some of these questions and assists teachers in understanding what learners need to know and be able to do *Equipped for the Future Content Standards (EFF): What Adults Need to Know and Be Able to Do in the 21st Century* establishes a framework and standards that adult educators can use in their programs The EFF Framework and 16 Standards are the result of six years of study Hundreds of practitioners, researchers, adult learners and other stakeholders provided information on what adults need to know and be able to do in order to carry out their roles and responsibilities as workers, family members, and community members By evaluating students' acquisition of the skills identified in the Standards, teachers can be sure that they are in fact teaching the skills that adults need to know The 16 EFF Standards are divided into four categories

Communication Skills	***Interpersonal Skills***
• Read with Understanding • Convey Ideas in Writing • Speak So Others Can Understand • Listen Actively • Observe Critically	• Guide Others • Resolve Conflict and Negotiate • Advocate and Influence • Cooperate with Others
Decision-Making Skills	***Lifelong Learning Skills***
• Use Math to Solve Problems and Communicate • Solve Problems to Make Decisions • Plan	• Take Responsibility for Learning • Reflect and Evaluate • Learn Through Research • Use Information and Communications Technology

Using the EFF framework, a teacher can consider the technology appropriate to address an objective and concurrently focus on practicing other skills and Standards, e.g., reading or writing. Attachment A defines the EFF technology-related standard and gives an overview of what technology-related activities ESL teachers are using to satisfy existing curriculum objectives. The third column of the chart shows what EFF Standards students practice and are evaluated on. By building lessons in this way, students can use technology and practice other EFF skills such as working in collaboration with others, solving a problem, or reading an online article and proving their comprehension of it.

Pulling it Together with Web Quests

Integrating technology into the curriculum is clearly worthwhile, but may be daunting. How do teachers keep it all together? How do teachers keep students from wandering off on the Internet and missing the focus of the lesson? What ideas are there for helping students manage the volume of information available on any one topic? And, how about tips for organizing a lesson plan so it is easily accessible to teachers and learners in the future? Teachers are coming up with a number of ways to address these issues. *Web Quests* are a strategy to consider. Web Quests are student-centered, interactive, lessons designed by teachers. They include links to specific and content appropriate web pages which students use to complete online and offline activities. Web Quests allow learners to practice three components: 1) reading, writing, listening and speaking skills; 2) Internet navigation skills like scanning, analyzing, and deciphering; 3) accessing and using civics related information.

Web Quests are a proven teaching method and an ideal format for 21st century lessons that combine language skills and technology skills. They help students break down barriers of access to community, state and federal services. They have a clear design and are easy for teachers to create. In addition, the web-based format allows programs to maintain Web Quests on their web site for use by all teachers, now and in the future. For additional information on Web Quests, see the Participant's Reference Materials for this workshop.

Summary

Teachers who now have access to technology also need to develop the skills and strategies necessary to impact the lives and futures of their students. With ingenuity and resourcefulness, a focus on the EFF Standards, and technology integration strategies, teachers can, class by class, break down the barriers that keep students from fully participating in a 21st century American society. Educators can best accomplish this by helping learners use technology to achieve personal goals, develop communication skills, accommodate individual learning styles and disabilities, and build self-esteem as well as lifelong learning skills.

Attachment A

The EFF Technology-related Standard defined

The EFF technology-related standard states:

> *"In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to* ***use Information and Communications Technology.****"* More specifically they must be able to:
>
> - *"Use computers and other electronic tools to acquire, process, and manage information*
> - *Use electronic tools to learn and practice skills.*
> - *Use the Internet to explore topics, gather information and communicate."*

How teachers are integrating technology into the ESL classroom

Curriculum Objective	Technology Related Activity	EFF Standard(s) to Practice and Evaluate Performance
Identify community resources	Students take a field trip to the local library and find out about public use of computers and the Internet	- Plan - Guide Others
Follow simple instructions (Job/Telephone unit)	Students give each other instructions for using a phone card.	- Speak So That Others Can Understand - Listen Actively
Write a paragraph using a topic sentence, supporting paragraphs and a conclusion	Using word processing, students move from one computer to the next adding a sentence to a form an original story.	- Convey Ideas in Writing - Read with Understanding
Fill out a form	Students set up a free e-mail account and practice filling out an online form.	- Convey Ideas in Writing - Use Information and Communications Technology
Get a driver's license (achievement item)	Students visit the DMV web site and take a practice test online.	- Use Information and Communications Technology - Take Responsibility for Learning
Identify a legal problem and find possible solutions	Students visit the local county's web site and find information that will help solve a problem related to work, family or the community.	- Solve Problems and Make Decisions - Cooperate with Others
Describe local, state and federal government and compare the rights and responsibilities of citizens	Teachers build and students do a Web Quest to explore and research this topic in groups.	- Learn through Research - Read with Understanding

Arlington Education and Employment Program (REEP), Arlington Public Schools, 2000

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INSTRUCTIONS: *Take this time to get to know your fellow participants. Interview three or more people and complete the grid using the information they give you.*

What's your name	Where do you work?	What's your job?	Does your program have computers/ Internet access?	Do you use technology/ the Internet in the classroom? For what topics/purposes?	How did you like using technology in the classroom?

INTEGRATING TECHNOLOGY IN THE ESL CLASSROOM

WORKSHOP OBJECTIVES

- ✓ Understand why integrating technology is important in the ESL classroom.
- ✓ Learn ways to successfully integrate technology in the classroom.
- ✓ Learn how to develop and use Web Quests as an approach to teaching curriculum objectives.

INTEGRATING TECHNOLOGY INTO THE ESL CLASSROOM

Workshop Agenda

Warm-up Activity

Workshop Introductions

Successful Integration of Technology in the Classroom
Classroom Videos & Video Feedback

Lesson Planning Framework Overview &
Sample Lesson Plan

Lesson Plan Development

Break

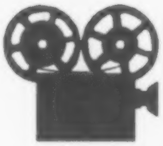
What is a Web Quest and How Do I Develop One?
Introduction and Demonstration

How-to and Hands-on Lesson Planning
Developing Your Own Web Quest

Wrap-up, Final Comments, Q & A, and Evaluations

Workshop Ends

Handout#4A



VIDEO PRESENTATION AND FEEDBACK FORM

You will be watching a video of an ESL class. Below is a general description of the class you will be observing. Review the information. Review the Video Observation Form and then watch the video and answer the questions.

CLASS LEVEL: Beginning

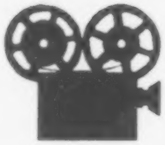
ESL PROGRAM: Santa Ana College, California

INSTRUCTOR: Susan Gaer

TOPIC: Creating family histories

DESCRIPTION: Students use video and word processing tools to create stories about their families. These are put online where they and others can access them. This project follows the first unit of the class that focuses on personal identification.

The Virginia Adult Learning Resource Center owns several copies of the video "Captured Wisdom". The segment "Creating Family Histories" used here comes from this video. The video is No. 2 in a series of two videos. The video was produced by the National Center on Adult Literacy, Philadelphia, Pennsylvania, (215) 898-2100 and is used for this workshop with permission.



VIDEO PRESENTATION AND FEEDBACK FORM

Handout#4B

Directions: Watch the video. Decide whether you observed the behavior. If you did, indicate what you observed and check the appropriate boxes

1. Is this project relevant to the students' lives? YES NO
If yes, how? If no, why not? ______________________________

____

2. Does the project tie into at least one of the students' primary roles as an adult? YES NO If yes, which one(s)?
- ☐ Citizen/community member
- ☐ Parent/family member
- ☐ Worker
- ☐ Other ______________________________

3. What language skills were practiced?
- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing

4. Did the teacher provide new information to the students?
YES NO If yes, how?
- ☐ By using visuals
- ☐ By explaining
- ☐ By demonstrating

5. Did the teacher provide opportunities for the students to practice the new information? YES NO If yes, how?
- ☐ By providing materials to guide students.
- ☐ By using a variety of grouping strategies (i.e. pairs, small group, whole class, etc.).
- ☐ Other ______________________________

6. Did the teacher monitor student performance?
YES NO If yes, how?
- ☐ By observation of student practice.
- ☐ By working with individuals and/or groups.

7. Did the students have an opportunity to demonstrate new skills? YES NO If yes, how?
- ☐ By publishing written work.
- ☐ By making presentations.

Other ______________________________

8. Did students have the opportunity to reflect on their learning? YES NO If yes, how?
- ☐ Through discussion
- ☐ Using self-assessment surveys/questionnaires
- ☐ Other ______________________________

9. How did students use the technology?
- ☐ To acquire information.
- ☐ To process information.
- ☐ To manage information.
- ☐ To learn and practice skills.
- ☐ To communicate information.
- ☐ Other ______________________________

10. How were language skills and technology skills integrated?

____

____

____

Technology Integrated Lesson Planning Worksheet

Overview:

Curriculum Objective	Technology Related Activity	EFF Standard/Skills to be practiced/evaluated

Level: circle one: Beginner Intermediate Advanced
Duration of Lesson: _________ (hours/minutes)
Materials Needed: ____
Software/Web sites Used: ____

Stages of the Lesson

Warm-up

Presentation

Practice

Application

Evaluation of Skills

Wrap-up

OV#9A-C Handout#6

Technology Integrated Lesson Planning Worksheet

Curriculum Objective	Technology Related Activity	EFF Standard/Skills to be practiced/evaluated
In an interview situation ask and answer questions, including ones related to capabilities and experience	Go to two web sites to practice job related skills Web Site 1: *build job-related vocabulary* Web Site 2: *practice forming interview questions*	- Use Communications and Information Technology - Speak So Others Can Understand - Listen Actively

Level: circle one: [✓ Beginner] Intermediate Advanced

Duration of Lesson: 5 hours (over a 2-day period)

Materials Needed: overhead of funny interview situation, lesson worksheet for use in computer lab, line dialog cards

Software/Web sites Used:

Internet TESL Journal: www.aitech.ac.jp/~itesls/sw and

ESL Blues: www.collegeem.qc.ca/cemdept/anglais/marcof.htm

Stages of the Lesson

Note: This lesson takes place during a 2-week unit on jobs/employment. Students have already studied job search vocabulary, how to report information about previous jobs and have filled out an application form

Warm-up

- Show overhead of funny interview situation (applicant smoking in interview) and talk about interview etiquette. Discuss in large group: Have you had an interview in the United States? Was it in English? Was it a phone interview or personal interview? Was it easy or difficult?
- In small groups, students have 5 minutes to brainstorm possible interview questions.

Presentation

- In a round robin format, have groups report questions they came up with (or have students write 3 questions they came up with)
- Correct the sentences and explain question forming structure in English.
- explain computer lab/Internet assignment using an overhead of worksheet and review any new vocabulary.

Practice

- with a partner who does not speak your language, go to the two web sites listed and fill out your worksheet. (1 hour)

Application

Next class warm-up

- help with pronunciation of difficult words and have students practice the dialogue they completed on the Internet site.

Evaluation of Skills

- listen to pair practice and evaluate students on their speaking ability, their ability to understand each other and my ability to understand the dialog.
- While in lab, observe and evaluate students use of the computer & Internet.

Wrap-up

- Do a line dialogue with interview questions and answers

OV#10 Handout#7

LEARNING ENGLISH ON THE WEB *Jobs Unit-high beginning/intermediate*

1. **Vocabulary Building – THINGS YOU FIND IN A RESTAURANT** site ref: Internet TESL Journal
Web Site address: www.aitech.ac.jp/~itesls/sw/ then click on **Restaurant**
Unscramble the anagrams and write the words you learn:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.
31.	32.	33.	34.	35.

2. **Telephone Interview Practice**
Web Site: www.collegeem.qc.ca/cemdept/anglais/marcof.htm site ref: ESL Blues

Marc has a phone interview today. Look at the Interviewer's answers and type an appropriate question into the computer. Then, check you answers and write the correct answers here.

Marc:
Interviewer: The restaurant is in Soho.
Marc:
Interviewer: It is a high-class Italian restaurant.
Marc:
Interviewer: It is about 5 blocks from the subway.
Marc:
Interviewer: The salary is $10 an hour, but the tips are good.
Marc:
Interviewer: The tips are very good. A good waiter can earn $150 a night just in tips.

Now the interviewer asks Marc a few questions. What are the questions? Type your questions into the computer then. Check your answers and write the appropriate answers here.

Interviewer:
Marc: I am from Quebec, Canada.
Interviewer:
Marc: Yes, I'm a legal resident of the United States. I have my green card.
Interviewer:
Marc: Yes, I'm an experienced waiter.
Interviewer:
Marc: My native language is French. I also speak Spanish and, as you can see, English.
Interviewer:
Marc: My Spanish is very fluent.
Interviewer:
Marc: I'm available for work on weekends.
Interviewer:
Marc: *I'm twenty-four.
Interviewer:
Marc: I'm 5 feet 11 inches tall.
Interviewer:
Marc: No, my hair is very short.
Interviewer:
Marc: Yes, I'm ready to start work immediately.

* you do not need to give your age in an interview.

Mary Kay Alegre, REEP, Arlington, VA-permission granted to copy for classroom use.

Lesson Planning Objectives and Web Sites

Unit: Transporation

Sample objectives for unit

Beginner Level
__ Ask/answer questions about the bus and metro schedule
__ Ask for and give directions
__ Identify common traffic signs

Intermediate Level
___ State route of specific destination
___ Ask for and give directions
___ Identify traffic laws and signs

Advanced Level
Reading strategies objectives:
___ Preview, skim, scan a text
___ Identify main ideas
___ Deduce meaning from Context

Web Site References

(For today's training purposes, please limit your web sites to these two)

These sites have been previewed and evaluated for appropriateness in ESL classes of all levels.

Washington Metro Area Transit Authority www.wmata.com
This site has information on schedules, how to buy farecards, fares, timetables, routes. The Ride Guide gives customers point to point transporation information using an easy three-step process.

Department of Motor Vehicles (Virginia) www.dmv.state.va.us/
This site has information on obtaining and renewing a driver's license, how to buy plates. It contains DMV forms, and sample tests to practice signs and general knowledge.

Handout#9

Web Quest Reflection Form

Instructions: With your partner, take 10 minutes to briefly skim through two or three Web Quests found at the web site http://edweb.sdsu.edu/webquest/matrix.html. The Web Quests at the middle school and high school sites are the best ones, especially under the categories of Lifeskills/Careers, Social Studies, Health and P.E., and Social Studies. Remember that these Web Quests are not specifically made for ESL students; they are suited for native English speakers. Then, take 10 minutes to evaluate one of the Web Quests with a critical eye by using the following evaluation checklist. Answer the questions at the bottom

Rating Scale: 1=Strongly Disagree
2= Disagree
3=Agree
4=Strongly Agree

Web Quest title:____

Rating	**Statement**	**Comments**
______	Directions for the students are clear.	____________________
______	The topic is interesting and engaging.	____________________
______	Graphic layout is easy to follow.	____________________
______	Vocabulary fits the students' reading level.	____________________
______	Website links are relevant to the topic and task.	____________________
______	The Web Quest encourages use of both online (Internet) and offline (non-computer) resources.	____________________
______	The task encourages students to acquire new information and use it analytically.	____________________
______	The Web Quest clearly explains how the teacher will evaluate students' work.	____________________
______	The Web Quest topic and activity fits the students' target age group and ability.	____________________

Questions:

1. Based on your evaluations above, what do you think are the essential elements for a Web Quest?

____

____

2. In addition to the qualities above, what are essential elements for an adult ESL Web Quest?

____

____

Handout#10A

Making a Web Quest Using Microsoft Word 97

Note: You will make this Web Quest with Microsoft Word, a word processing program. You can also make a Web Quest with Microsoft Word's Web Page Wizard or Netscape Composer. However, not as many participants will know Netscape Composer, and not all computers will have Microsoft Word's Web Page Wizard. Microsoft Word doesn't have the eye-catching backgrounds that Web Page Wizard and Netscape Composer have. However, it's easier to use and the most practical, depending on the kinds of computers in your school's lab.

REMEMBER TO SAVE THIS WEB QUEST ONTO THE DISK YOUR FACILITATOR GAVE YOU!

CREATE A NEW DOCUMENT IN MICROSOFT WORD

1. Go to **File: New**

ADD TEXT TO YOUR PAGE

1. Type the following text:

My Fabulous ESL Web Quest

Introduction

Task

Resources

Process

Evaluation

Conclusion

2. Save your document onto your disk drive with a name that you will remember, such as "webquest" and your initials or "webquestwork," depending on the subject. Save your document under a name with no capital letters and no spaces.

FORMATTING YOUR TEXT

1. Practice highlighting the text you typed and give the words different Heading styles. You will find **Heading** formats in the box at the upper left-hand corner of your screen. The box will say "Normal" and there will be a downward arrow beside it. Click on the downward-facing arrow to the right side of this toolbar and select various headings. Practice highlighting different words and adding different Heading styles.

2. Highlight part of the text again. Then, select different fonts from the **Fonts** toolbar, which is immediately to the right of the Headings toolbar. Select a different font for each line of text you typed, so you can see which font might fit your text the best. **Note:** Every Web browser, such as Netscape, has pre-determined text formats built in. These formats are set to certain sizes in order to make web pages easy to read for most people and include enough variety so that they will work for the great majority of text in all web pages. For these reasons, it's best to stick to popular and conventional fonts, such as Times New Roman and Arial.

3. Highlight another section of your text again and click on the **Font Size** toolbar to the right of the Font toolbar Practice making your text smaller or larger.

4. Practice the above steps with each line of text on your page.

ADD WEB LINKS

1. Let's imagine that we're designing a Web Quest about civics for students in an intermediate level ESL class. Under this hypothetical Web Quest, students are grouped together to find answers to certain questions. As part of their Task, each group must then present their findings to the class. Type the following two questions in your Web Quest under the heading for Task:

Group 1: What are the requirements to become U.S. President?
Group 2: How often can the U.S. President be reelected?

2. Type the following URL (web site address) into your Web Quest:
   http://www.whitehouse.gov/government/exec.html

3. Hit **Enter** after that URL. This should turn the web site address a different color and connect it to the Internet. If that doesn't happen, highlight the URL you just typed and click on the **Insert Hyperlink** button on your screen, which is a globe with a small chain on the bottom right hand corner. You can also go to the "Insert" tab and then go to "Hyperlink," which should be at the bottom of the list. You might have to type in your web site address again. Click on your link to make sure it connects to the Internet.

4. Highlight the word "cabinets" from the question for Group 1. Click on the **Insert Hyperlink** button

   When prompted, type in http://www.whitehouse.gov/government/exec.html
   (An easier way to do this is to highlight the web address from #2 and go to Edit: Copy, then place your cursor where you want the web site address. Then, go to Edit: Paste.)

5. Click on your link to make sure it works.

You can now practice by adding more questions for different groups and highlighting words or phrases to add links.

GET A PICTURE FROM THE INTERNET

1. Go onto the Internet.

2. Go to the White House web site: http://www.whitehouse.gov

3. Right-click on the picture of the White House. (Note: It's a good idea to e-mail web site designers to get permission to use the pictures in your Web Quests.)

4. Choose **Save picture as...** from the pop-up menu.

5. Save the picture into **My Documents,** then, if your computer has "My Pictures," save it under "My Pictures." If not, you can just save it under My Documents.

6. Get out of the Internet.

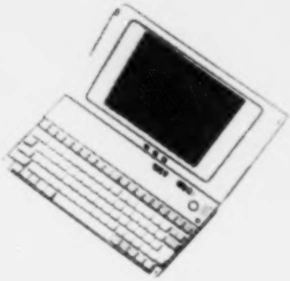
INSERT A PICTURE

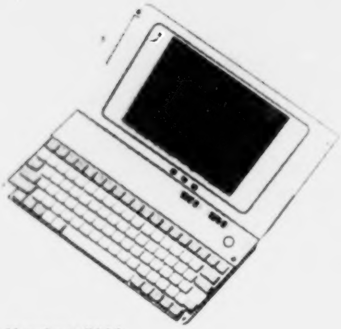
1. Go to **Insert: Picture: From File...**

2. Double-click on **My Documents,** then My Pictures (or wherever you saved your picture).

3. Double-click on the file named "whbanner". This should automatically insert the picture.

4. To resize your picture: click on the picture one time. Black handles should appear around the picture. Place your pointer on top of a corner handle so that it changes into a double-headed arrow that faces diagonally. Click and drag toward the center of the picture so that it gets smaller. Dragging away from the center makes the picture bigger.





Handout #11A

Web Quest Planning Sheet

Now it's your turn to start to design a Web Quest! It's a good idea to write down your ideas on paper before you type up your Web Quest on the computer. Just use this handy planning tool. Once you start typing your Web Quest onto this computer, you can save your work onto the disk we have given to you.

You will start your Web Quest today, although you probably won't finish it. That's OK. Your facilitator will tell you about your school's procedures to finish and submit your Web Quest.

Helpful hint: Struggling to find the right websites? Don't worry! You can still design your Web Quest and find good websites later. Just include a brief description of the kind of website you'd like to find. Then, use readings from your appendix, such as the Internet searching article and the Internet bookmarks resource, along with information you get from discussions with other teachers, to locate the websites that are appropriate for your class. Good luck!

1. What level do you teach?____

2. What is a unit from your school's curriculum that your class has recently studied, is studying, or will study soon?____

3. What is an objective from that unit that you practice with your students? (Use your school's curriculum as a reference if necessary.) ____

____

4. What sort of websites would help your students practice/study this objective?____________________

____

____

5. Now, you can start to plan your Web Quest. Fill out your ideas for each component of a Web Quest below. Find explanations of each Web Quest component at http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html (This is also a reading in your appendix called "Building Blocks of a Web Quest.")

Introduction:____

____

Task:____

____

____

Process: ________________________________

Resources: ________________________________

Evaluation: ________________________________

Conclusion: ________________________________

Handout #12

Integrating Technology into the ESL Classroom Evaluation

Date:

Facilitators:

Adult Education Agency:

EVALUATION OF WORKSHOP **(Circle appropriate number)**

1. Were the workshop objectives clear?	**Vague**	1	2	3	4	5	**Clear**
2. How helpful were the activities to attain the workshop goals?	**Not helpful**	1	2	3	4	5	**Very helpful**
3. Was the workshop well-paced?	**Poorly paced**	1	2	3	4	5	**Well-paced**
4. Were the materials, video and other audio-visual aids used effectively?	**Not effective**	1	2	3	4	5	**Very effective**
5. How confident do you feel about integrating technology into the adult ESL curriculum?	**Not confident**	1	2	3	4	5	**Very confident**
6. How confident do you feel about making a Web Quest for your class?	**Not confident**	1	2	3	4	5	**Very confident**
7. Are you prepared to transfer and apply in your classroom what you have learned in this workshop?	**No**	1	2	3	4	5	**Definitely**

8. What I found most useful was….

9. What I found least useful was….

10. What is one idea you learned today that you can implement the next time you use computer-related technology with your class?

11. What is something we can change to make this workshop better next time?

THANK YOU!!

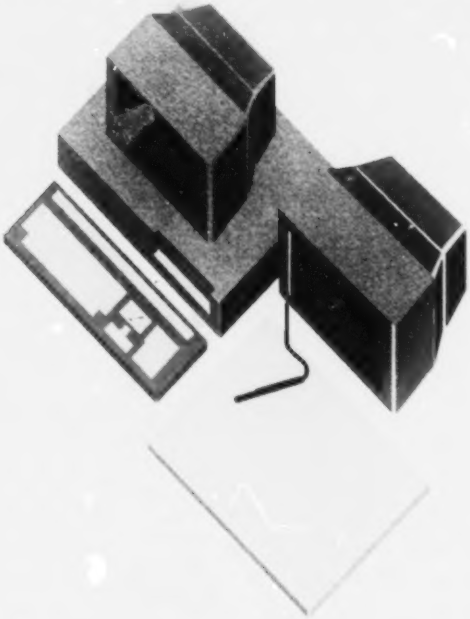
FL801438

Winter 2001

Arlington Education and Employment Program (REEP)

Integrating Technology into the ESL Classroom

Participant's Reference Materials



Note to participant: These materials will help you better integrate technology into your classroom and design a good Web Quest. Many of these materials are also available online. You will find the web site addresses in the Table of Contents.

Prepared by

Mary Kay Alegre, Inaam Mansoor, Donna Moss and Vanessa Phillips

This teacher training program was made possible through the GTE Links Virginia Project, funded by GTE Corporation in cooperation with George Mason University, Fairfax, Virginia

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Table of Contents

Participant's Reference Materials

- **Some Thoughts About Web Quests**
  http://edweb.sdsu/courses/edtec596/about_webquests.html

- **Building Blocks of a Web Quest**
  http://edweb.sdsu/people/bdodge/webquest/buildingblocks.html

- **ESL Internet Bookmarks**
  (You will also find this file on your workshop disk. It is called "Bookmarks.")

- **Compass Points: Refugees and the Internet**

- **EFF Content Standards for Adult Literacy and Lifelong Learning**

- **Role Maps for EFF: Parent/Family, Citizen/Community, Worker**

- **Five ESL Web Quests from the Arlington Education and Employment Program**

- **Web Quest Dos and Don'ts**

Table of Contents, continued

Participant's Reference Materials

With the exception of the Bibliography, the web sites below will lead you to resources and clip art for your Web Quest. Some of these web sites are links on the disk you received, under the file "webq." Included in the Participant's Reference Materials are one-page previews of these sites so you can decide if you would like to visit them and so you know what the site will look like.

- **Step Zero: What to Do Before Searching**
  http://edweb.sdsu/edu/webquest/searching/stepzero/html

- **Seven Steps Toward Better Searching**
  http://edweb.sdsu/edu/webquest/searching/sevensteps.html

- **Specialized Search Engines and Directories**
  http://edweb.sdsu/edu/webquest/searching/specialized.html

- **Media Builder (contains clip art)**
  http://www.mediabuilder.com/graphicsicon.html

- **Integrating Technology Bibliography**

"Some Thoughts About Web Quests" is reprinted with permission from the author.

Return to The WebQuest Page

Some Thoughts About WebQuests

Bernie Dodge, San Diego State University

There are already thousands of schools connected in some way with the internet, and the number is increasing geometrically. There is no agreed upon terminology for the kinds of instructional activities they are creating for themselves, and the field would benefit from having a few clear categories to describe the new forms of learning environments now opening up to us. The purpose of this short paper is to give a name to what we're doing in EDTEC 596 and for the early stages of the Ed First Partnership and to propose a set of desirable attributes for such activities.

Definitions

A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing. There are at least two levels of WebQuests that should be distinguished from one another.

Short Term WebQuests

The instructional goal of a short term WebQuest is knowledge acquisition and integration, described as Dimension 2 in Marzano's (1992) Dimensions of Thinking model. At the end of a short term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it. A short-term WebQuest is designed to be completed in one to three class periods.

Longer Term WebQuest

The instructional goal of a longer term WebQuest is what Marzano calls Dimension 3: extending and refining knowledge. After completing a longer term WebQuest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to, on-line or off-. A longer term WebQuest will typically take between one week and a month in a classroom setting.

Critical Attributes

WebQuests of either short or long duration are deliberately designed to make the best use of a learner's time. There is questionable educational benefit in having learners surfing the net without a clear task in mind, and most schools must ration student connect time severely. To achieve that efficiency and clarity of purpose, WebQuests should contain at least the following parts:

1. An **introduction** that sets the stage and provides some background information.
2. A **task** that is doable and interesting.
3. A set of **information sources** needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or realtime conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to

resources are included, the learner is not left to wander through webspace completely adrift.

4. A description of the **process** the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some **guidance** on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams as described by Marzano (1988, 1992) and Clarke (1990).
6. A **conclusion** that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

Some other non-critical attributes of a WebQuest include these:

1. WebQuests are most likely to be **group activities**, although one could imagine solo quests that might be applicable in distance education or library settings.
2. WebQuests might be enhanced by wrapping **motivational elements** around the basic structure by giving the learners a role to play (e.g., scientist, detective, reporter), simulated personae to interact with via e-mail, and a scenario to work within (e.g., you've been asked by the Secretary General of the UN to brief him on what's happening in sub-Saharan Africa this week.)
3. WebQuests can be designed within a **single discipline** or they can be **interdisciplinary**. Given that designing effective interdisciplinary instruction is more of a challenge than designing for a single content area, WebQuest creators should probably start with the latter until they are comfortable with the format.

Longer term WebQuests can be thought about in at least two ways: what thinking process is required to create them, and what form they take once created.

Thinking skills that a longer term WebQuest activity might require include these (from Marzano, 1992):

1.	Comparing:	Identifying and articulating similarities and differences between things.
2.	Classifying:	Grouping things into definable categories on the basis of their attributes.
3.	Inducing:	Inferring unknown generalizations or principles from observations or analysis.
4.	Deducing:	Inferring unstated consequences and conditions from given principles and generalizations.
5.	Analyzing errors:	Identifying and articulating errors in one's own or others' thinking.
6.	Constructing support:	Constructing a system of support or proof for an assertion.
7.	Abstraction:	Identifying and articulating the underlying theme or general pattern of information.
8.	Analyzing perspectives:	Identifying and articulating personal perspectives about issues.

The forms that a longer term WebQuest might take are open to the imagination, since we have few existing exemplars to go by. Some ideas:

BEST COPY AVAILABLE

1. A searchable database in which the categories in each field were created by the learners.

2. A microworld that users can navigate through that represents a physical space.

3. An interactive story or case study created by learners.

4. A document that describes an analysis of a controversial situation, takes a stand, and invites users to add to or disagree with that stand.

5. A simulated person who can be interviewed on-line. The questions and answers would be generated by learners who have deeply studied the person being simulated.

Putting the results of their thinking process back out onto the internet serves three purposes: it focuses the learners on a tangible and hi-tech task; it gives them an audience to create for; and it opens up the possibility of getting feedback from that distant audience via an embedded e-mail form

Examples

One example of a short term WebQuest is the WebQuest 1 exercise that EDTEC 596 students completed a month ago. The goal was to give them a sense of how Archaeotype, a simulated archaeological dig, was conceived and implemented at two very different school sites. The exercise took about 2 hours and involved students working in groups to answer a series of questions. They were given a set of resources to read and interact with which included project reports and theoretical papers on the Web, copies of a portion of the Archaeotype documentation, and directions to go to another room and interact with a teacher at Juarez-Lincoln via video conference, or with a staff member at the Dalton School in New York via speakerphone. The students broke up into groups to experience each of these sources of data and then spent time telling each other what they'd learned. The end result was that each person in the class could explain what Archaeotype was and what problems and successes came with its implementation.

Another example of a short term WebQuest is WebQuest 2 in which the student teachers examined a number of web pages put up by schools. The point of the exercise was to expose them to a variety of ways in which a school could portray itself on the web in preparation for their creating the O'Farrell web pages. By the end of the exercise they were able to articulate general principles of good and not-so-good design for school web sites.

(I'm still looking for examples of a long term WebQuest and am eager to receive any suggestions.)

Design Steps

Learning to design WebQuests is a process that should go from the simple and familiar to the more complex and new. That means starting within a single discipline and a short-term WebQuest and then moving up to longer and more interdisciplinary activities. Here are the recommended steps:

1. The first stage for a teacher in learning to be a WebQuest designer is to become familiar with the resources available on-line in their own content area. Toward that end, we've prepared a Catalog of Catalogs of Web Sites for Teachers. This provides short list of starting points for exploration broken down by subject matter discipline.

2. The next step is to organize one's knowledge of what's out there. Spending a few hours on Non-WebQuest 3 will guide the teacher in organizing the resources in their discipline into categories like *searchable database, reference material, project ideas*, etc.

3. Following that, teachers should identify topics that fit in with their curriculum and for which there are appropriate materials on-line.

4. A template is available that guides the teacher through the process of creating a short-term, single discipline WebQuest.

By late April, we'll have multiple examples of these WebQuests available here while the students in EDTEC 596 move on to develop interdisciplinary WebQuests. The description of the design process for those more elaborate activities will be made available here on SDSU EdWeb as well.

References

Clarke, J. H. (1990). Patterns of thinking: Integrating learning skills in content teaching. Needham Heights MA: Allyn and Bacon.

Marzano, R. J., Brandt, R.S., Hughes, C.S., Jones, B. F., Presseisen, B. Z., Rankin, S. C., & Suhor, C (1988). *Dimensions of thinking: A framework for curriculum and instruction.* Alexandria VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning.* Alexandria VA: Association for Supervision and Curriculum Development.

This is Draft 1.03, written in February, 1995 and last updated on May 5, 1997.

Any thoughts to add to these will be warmly welcomed. Please send feedback to bdodge@mail.sdsu.edu.

Return to The WebQuest Page

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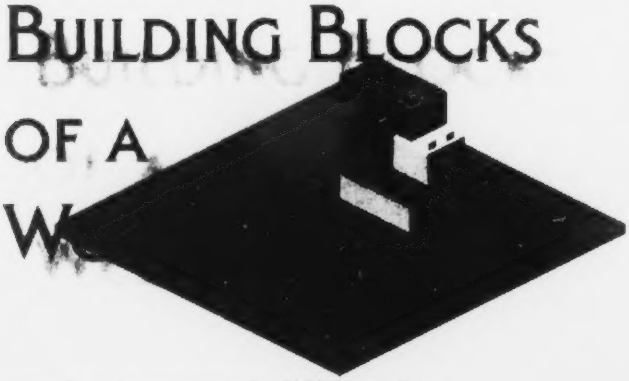
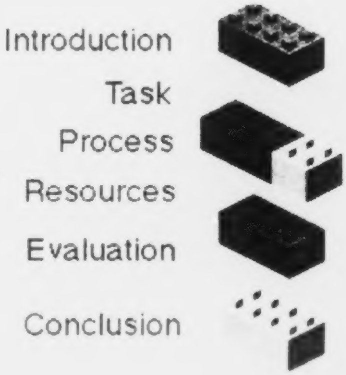

BUILDING BLOCKS
OF A
W

Putting a WebQuest together is not much different from creating any kind of lesson. It requires getting your learners oriented, giving them an interesting and doable task, giving them the resources they need and guidance to complete the task, telling them how they'll be evaluated, and then summarizing and extending the lesson.

You can think of each of these parts as a separate building block. By changing each of the blocks, you can use this structure to accomplish a wide range of learning goals.


Introduction
Task
Process
Resources
Evaluation
Conclusion

Last updated on April 22, 1997 by Bernie Dodge.

INTRODUCTION

The purpose of the Introduction section of a WebQuest is two fold: first, it's to orient the learner as to what is coming. Secondly, it should raise some interest in the learner through a variety of means. It can do this by making the topic seem...

- relevant to the learner's past experience
- relevant to the learner's future goals
- attractive, visually interesting
- important because of its global implications
- urgent, because of the need for a timely solution
- fun, because the learner will be playing a role or making something

Examples

Notice how the introduction accomplished its goals in the following WebQuests:

- Immigration Today - written by Suzanne Hovanesian for High School Social Studies
- Save the Whales!- by teachers at Kroc Middle School, San Diego

What do you think the author was trying to do in the introduction in each case?

* * *

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TASK

The Task block in a WebQuest is a description of what the learner will have done at the end of the exercise. It could be a product, like a HyperStudio stack or PowerPoint presentation, or it might be a verbal act, such as being able to explain a specific topic.

For example, look at the Task sections of these pages:

MexQuake, by Edith Kelly and Ryen Partin, ends in a newpaper account and videotaped newscast in Spanish

In Searching for China, by Tom March, students use a HyperStudio template to create a report that synthesizes their findings.

In the Archaeotype WebQuest, student teachers were given a template in HTML to summarize what they'd learned and to present their final reports.

In the Gold Rush Players' WebQuest, fourth grade students used their research on that era to design and stage a play.

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PROCESS

The Process block in a WebQuest where the teacher suggests the steps that learners should go through in completing the task. It may include strategies for dividing the task into subtasks, descriptions of roles to be played or perpectives to be taken by each learner. The instructor can also use this place to provide learning advice and interpersonal process advice, such as how to conduct a brainstorming session.

The Process description should be relatively short and clear. For example, Week 1 of Cheryl Rondestvedt's Ocean Pollution Solution unit involves students doing a lot of activities, but the steps are clearly specified. Note that in this case, the resources needed are embedded within the steps rather than being separately liste.

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RESOURCES

The Resources block in a WebQuest is a list of web pages which the instructor has located that will help the learner accomplish the task. The Resources are pre-selected so that learners can focus their attention on the topic rather than surfing aimlessly.

It's important to note that resources for the students are not restricted to those found on the web. For example...

The Investigating Archaeotype WebQuest involved a wide range of resources, including an audioconference with a distant expert, a videoconference with a not-so-distant teacher, a videotape, hard copy of an evaluation report, and a number of web pages. There's no reason that a WebQuest might not include textbooks, audiotapes, and face-to-face interaction with other people among the resources.

Very often, it makes sense to divide the list of resources so that some are examined by everyone in the class, while others are read by subsets of learners who are playing a specific role or taking a particular perspective. For example... In Avoid it Like the Plague, by Tommy Lee, all students look at three sites to give them a basic grounding in the Black Plague. Then, depending on the role they are playing, they make use of an additional two websites. By giving separate data sources to learners, you ensure the interdependence of the group and give the learners an incentive to teach each other what they've learned.

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EVALUATION

The Evaluation block is a new addition to the WebQuest model. Clearly, if we're going to justify the expense of using the web for learning, we need to be able to measure results. Since the learning we're looking for is at the loftier reaches of Bloom's Taxonomy, we can't gauge it with (readily) with a multiple-choice test. An evaluation rubric is called for.

Since we've only recently added this component to the model, there aren't many examples to point to. Here's one:

In the San Diego-Biarritz Comparison Unit by Susanne Hirsch, Janice Thiel developed a rubric for evaluating the web pages created in French by the students.

The rubric examines six different aspects of the student product and establishes four benchmarks for each aspect. It's intended to be printed out and given to the evaluators who could be teachers, parents or peers.

Evaluation rubrics would take a different form depending on the kind of task given to the learner. In time, we'll be adding more examples to this page to cover written work, multimedia creations, web pages and other performance types.

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CONCLUSION

The Conclusion section of a WebQuest provides an opportunity to summarize the experience, to encourage reflection about the process, to extend and generalize what was learned, or some combination of these. It's not a critically important piece, but it rounds out the document and provides that reader with a sense of closure.

One good use for the conclusion section is to suggest questions that a teacher might use in whole class discussion to debrief a lesson.

In The 1960's Museum, for example, Kathy Schrock asks learners to think about the sites they had visited and discern any biases represented at those sites. She also asks the learners to predict the reaction their own creations will receive once posted on the Web.

* * *

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ESL Internet Bookmarks

Government

Welcome to the White House: http://www.whitehouse.gov/

This site provides information on current events. It gives information on the President and Vice President and their work. This page also gives White House history for adults and children.

Virginia legislature- Introduction Home: http://legis.state.va.us/vaonline/v.htm

This site provides information on the Virginia legislature. This site gives information on where to contact Senators, delegates, and public relations offices. This site also shows a copy the Constitution and explains bills and laws.

Interactive Citzens of the U.S. Government: http://www.whitehouse.gov/WH/html/handbook.html

This site (Gateway to Government) provides easy information about the Federal Government. It gives you the latest information on current events. It also provides information about the White House. (similar to site "Welcome to the White House")

ESL

Randall's ESL Cyber Listening Lab: http://www.esl-lab.com

This site provides students with general listening exercises. The exercises have easy, medium, and difficult levels. Each exercise contains dialogue and questions dealing with everyday situations (day at school, fun day, answering machines, etc.).

English Listening http://www.englishlistening.com/contents.phtml

This is an excellent site for beginners. This site provides listening and reading of small dialogues in three levels (new, regular, and advanced listener). The dialogues consist of daily routines, introducing your self, and family. This site also provides questions and answers after each dialogue.

Word Dragon http://www.worddragon.org

This site is filled with beginning and intermediate level activities that practice verbs, numbers, parts of the body, movies, animals, machines, proverbs, opposites, language, and many more. The different activities consist of puzzles, scrambled words, scramble sentences, word matching and also creating new puzzles. This is a fun and very interactive site.

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Discovery School http://school.discovery.com

This is a good site for teachers. Teachers can create their own word searches, crossword puzzles, anagrams, etc. in minutes. Teachers can also set up a personal account in which they can save all the activities they create.

Phrasal Verbs-Introduction: http://eslcafe.com/pv

This site links to many different web pages that show teachers different exercises and ways to teach ESL students. It also provides vocabulary exercises for ESL students.

Tutorials, Sample Questions, and Study Materials: http://www.toefl.org/tdl_testprep.html

This site is for ESL students who want to take the Test of English as a Foreign Language (TOEFL). This site gives tutorial practice exercises and also test taking strategies.

Daves's ESL Café: http://www.pacificnet.net/~sperling

This site is filled with reading, comprehension, grammar, history, etc. exercises and quizzes to improve the students English. This site also allows the student to interact with other students or teachers in the chat room.

ESL Study Hall: http://gwis2.circ.gwu.edu/~gwvcusas

This site has many different exercises and quizzes for reading, writing, vocabulary, grammar, and listening. This site also gives students the opportunity to talk on the Internet with other ESL students.

English Channel, ESL intermediate level: http://www.hio.ft.hanze.nl/thar/default.htm

This site gives ESL students practice with everyday reading, writing, speaking, and listening exercises. It also offers grammar exercises form intermediate to advanced levels.

Daily Grammar http://www.dailygrammar.com

Students can subscribe to this site and receive via e-mail a different grammar lesson each day. However, anyone can access the website's 300+ short grammar lessons for a review.

Self Study Quizzes for ESL students: http://www.aitech.ac.jp/~iteslj/quizzes

This site consists of short answer grammar exercises. Some of the questions allow students to learn the history of other countries as well as vocabulary, and grammar. This site also has scrambled word, homonyms and reading exercises.

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Grammar Quizzes (self study quizzes for ESL students): http://www.aitech.ac.jp/~iteslj/quizzes/grammar.html

This site provides different grammar topics and links to different exercises (cloze, articles, conjunction, dialogue, etc.) The questions are short answer, fill in the blank and multiple choice.

News in English

CNN http://www.cnn.com

This site provides information from around the world. It has a variety of topics that show pictures and provide articles to read. Some of the topics are current events, nature, arts and style, food, travel, sports, and many more interesting topics. This site is recommended for high beginning and intermediate students due to the high reading level. However lower students could find information on the weather in their countries.

Washington Post http://www.washingtonpost.com

This website is a duplicate of the Washington Post newspaper. This site shows many pictures and articles about daily events happening in the Metropolitan area. It also gives information on events happening around the world. This site provides daily horoscopes, store advertisements, classified ads, and more interesting topics. Though the reading level is high, lower students would be able to find information on the weather here and in their countries and about new movies, etc.

GOOD IDEA: The entertainment section provides virtual tours and maps of neighborhoods in the DC, Maryland and Virginia areas, including a tour of Wilson Boulevard. This could be an interesting activity that could fit into the community services, transportation, or food sections of the REEP curriculum.

Sports

National Basketball Association http://www.nba.com

This site shows all the current events happening in the NBA in different languages. It is an interesting site for those who want to find information on specific NBA players and games. It also provides a schedule of games on television and live games. This site provides chat rooms for discussions about basketball games and players. Questions can also be sent to different basketball players.

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COMPASS POINTS

In this issue:

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Sample lesson plan:
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Worksheet:
Researching an Occupation...p 6
Worksheet:
Listening to and Evaluating
Your Classmates....................p 7
ELT Coordinates..................p 8
ELT Partners.........................p 8

New Directions for English Language Training
Vol. 9, Spring 2000

Refugees and the Internet

It has been called one of the most amazing phenomena of the past century. It has also been called a pernicious miasma. Either way the Internet is here to stay.

Being able to use the Internet in a practical manner is an invaluable skill for a refugee. As a student, it makes research and learning more than convenient. As a job seeker, it places you on an equal footing in terms of technology. Not only can you use the Internet to find job openings from anywhere in the world to anywhere in your city, but you can also post a resume and wait for the employers to call.

This issue of Compass Points gives some helpful exercises to practice navigating the Web for information and for job opportunities as well as some tips for the new "surfer." Included in this issue is a chart detailing surfing activities. There is also a complete lesson plan on how to research jobs. The lesson plan takes the surfing one step further and requires a presentation to the class by each student.

The article, "The Internet as a Refugee Learning Resource," along with the website chart and lesson plan with accompanying worksheets were all authored by Liz Ramsay and are similar to a presentation she made at the recent International TESOL Convention in Vancouver, British Columbia, Canada. Ms. Ramsay is with the Miami-Dade Community College of Miami, Florida.

THE INTERNET AS A REFUGEE LEARNING RESOURCE

by Liz Ramsay

Several states have recently adopted Adult ESOL standards that address topics ranging from consumer issues, to employee rights and responsibilities, to health care and legal issues. Although textbooks are available that include these topics, the information they provide quickly becomes outdated; and, because they are written for a national audience, they do not address laws and policies that are decided at the state or local level. Using the Internet, students can access information that is current and locally relevant.

continued on page 3

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SECTION 1: CONSUMER ECONOMICS

COMPETENCY	WEBSITE	ACTIVITY
1.3.2 Interpret credit applications and recognize how to use and maintain credit	http://www.ftc.gov/bcp/conline/pubs/credit/secured.htm http://www.bbb.org/library/securecard.asp http://www.ftc.gov/bcp/conline/pubs/credit/choose.htm http://www.bbb.org/library/zero.asp	Reading (intermediate): Analyze published advertisements from local newspapers and magazines. Conversation Topic (advanced): What are the advantages and disadvantages of secured vs. traditional credit cards? Grammar/Writing (intermediate): Write a letter giving advice to a friend who is having trouble maintaining his credit
1.4.5 Interpret information about tenant and landlord rights	http://www.nolo.com/encyclopedia/lt_ency.html#Subtopic101	Speech (intermediate-advanced): Role-play conversations between a landlord and a potential tenant. Writing (intermediate-advanced): Find an advertisement for an apartment in a local newspaper. Draft an imaginary rental agreement for the apt.
1.9.7 Recognize what to do in case of automobile emergencies	http://www.FLABAR.org/newflabar/consumerservices/General/Consumer.Pam/43PAMPH.HTM	Speech (any level): Role-play the scene of an accident.

SECTION 4: EMPLOYMENT

COMPETENCY	WEBSITE	ACTIVITY
4.1.8 Identify common occupations and the skills and education required for them	http://stats.bls.gov/oco/ocoiab.htm http://www.fdles.state.fl.us/hdwo/main.htm	Speech & Reading (high intermediate): Research an occupation using the occupational handbook. Give a presentation describing the work, necessary qualifications, and salary.
4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market	http://www.floridajobs.org/ http://www.msstate.edu/Dept/Coop/interview.html	Speech (advanced): Conduct simulated job interviews using the questions listed on the site. Writing: Write letters to inquire about job opportunities listed on the site.

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SECTION 5: GOVERNMENT AND LAW		
5.5.8 Identify local, state and federal government leaders	http://www.leg.state.fl.us/citizen/findleg/senate/counties/dade.html http://www.house.state.fl.us/citizen/documents/howwrite.html	Internet Search Skills: Scavenger hunt/race to find the addresses of all local representatives or senators Writing (advanced): Write a letter to a local legislator.
5.1.6 Communicate one's opinions on a current issue	http://www.state.fl.us/eog/one_florida/index.html	Conversation (advanced): What is the author's opinion? What is the effect of the author's opinion on the way that the facts are presented? Writing (high intermediate-advanced): Write a paragraph to express your opinion

Tips:

1) Although people like to think of the Internet as an "interactive" communications tool, the fact remains that most Internet sites are in text format; in other words, you have to read them. For this reason, it's a good idea to use pre-reading strategies to prepare for Internet activities; e.g., present key vocabulary in advance, provide context through class discussions, bring realia (newspaper or magazine advertisements and articles, fliers or signs from the community, etc…), and provide pictures or other visual aids.

2) The activities above do not require advanced keyboarding skills; however, these are not appropriate activities for first-time "newbies" to computers. Students should have some familiarity with how to use the mouse and at least a basic understanding of how the Internet works.

3) When searching for Websites, keep in mind that ".com" stands for "commerce." Those sites are usually selling something. URLs that end in ".org", ".gov", or ".edu" tend to be more reliable in providing factual information.

continued from page 1

With a little research and creative lesson planning, educators can use the Internet to teach required competencies. The following chart shows how competencies can be matched to available information on the Internet. The first column includes competencies from the *CASAS Competency List*, which can be accessed at http://www.casas.org/01AboutCasas/01Competencies.cfm. The second column provides the URLs of sites that address the competencies, and the last column shows suggested activities for using the sites in classroom activities.

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ELT

Technical Assistance for
English Language Training Projects
1999-2000

Sponsored by the
Office of Refugee Resettlement

Sample Lesson Plan:
Researching an Occupation

Level: High-intermediate to advanced

by Liz Ramsay, Miami-Dade Community
College of Miami, Florida

Performance Outcomes:

1. Students will identify and research a particular occupation.
2. Students will make an oral presentation describing and answering questions about the occupation.
3. Students will listen to descriptions of other occupations and ask questions about them.
4. Students will gain an understanding of the types of occupations available, the skills and qualifications necessary to gain employment, and the job market in their area.

Communications teaching point

Asking questions, simple present, present progressive, and future tenses, and modal auxiliary verbs (can, should, must.)

CASAS Competencies:

1. Basic Communication: Identify or use appropriate language for informational purposes, identify or use appropriate classroom behavior, and clarify or request clarification.
2. Employment: Identify and use sources of information about job opportunities such as job descriptions, and about the workforce and job market; identify common occupations and the skills and education required for them; and, identify job training needs and set learning goals.
3. Learning to Learn: Identify and paraphrase pertinent information; identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; determine what is mandatory and what is discretionary; and, generate ideas using divergent (brainstorming) and convergent (focus) approaches.

Classroom Configurations: Class and individual

Materials:

A personal computer with Internet access, an LCD projector, handouts: Part 1 and Part 2. *Note: Students will need to use computers with Internet access individually outside of class. A computer lab setting is ideal, but a public library or home computer can also be used.*

Procedure:

Brainstorming. Conduct a brainstorming session with the whole class, producing an extensive list of occupations. Select a student to act as the recorder, writing the students' suggested occupations on the board. Supplement the list with occupations from the "Targeted High Demand/High Wage Occupations in Florida" web site: *http://www.fdles.state.fl.us/hdwo/main.htm* or web site for the Department of Labor in your state.

Discussion. Ask students about ways to group the occupations; e.g., by field or by the required skills for each occupation.

Demonstration. Select a sample occupation to use as an example. Introduce students to the format of the U.S. Department of Labor's "Occupational Outlook Handbook": *http://stats.bls.gov/ocohome.htm* by

continued on page 5

continued from page 4

demonstrating the process of searching for the occupation in the handbook. Ask for a volunteer to use the index to find the occupation. Ask a student where to click to find information about salary, qualifications, etc. Take sample notes on the board. Show how the information can be paraphrased and abbreviated.

Research. Assign handout Part I (see the worksheet "Reseaching an Occupation" on page 6) to be completed in the lab or as homework. Have students select an occupation before they leave the class. Check their selections, making sure that they have chosen the correct job title for the occupation that interests them and have spelled it correctly.

Presentation & Listening Comprehension. Students give individual oral presentations about the occupation they selected. Distribute handout Part II (see the worksheet "Listening to and Evaluating Your Classmates" on page 7). Explain that audience members are responsible for completing one line on the chart for each presentation. If the presenter does not give the required information, or if it is unclear, the students must ask for the required information at the end of their classmate's presentation.

Wrap up. Ask students to identify trends in employment and job qualifications. In which fields do people who are bilingual have an advantage? What qualifications are necessary for almost any job? How and where can people earn those qualifications in our community? How long does it take? How much does it cost? What financial resources are available?

Upcoming ELT Dates

August 7-8	ORR Symposium, Washington, DC
August 9-10	Missouri ESL Workshop, St. Louis, MO
September 6-7	State Refugee Conference "Refugees Surviving and Thriving," Oshkosh, WI
September 28	Minnesota Mental Health Conference, Minneapolis, MN

Our current grant ends September 30, 2000 and we have applied for funding for the coming year, but have not received word on our proposal at this time.

New Publication Announcement

Catholic Legal Immigration Network, Inc. (CLINIC) has just released "Citizenship at Risk: New Obstacles to Naturalization," the second report in a 4-part series on at-risk immigrants in the United States. By examining more than 20 case studies, statistics and other research, this report, according to Molly McKenna, "describes a naturalization process that is increasingly inaccessible, arbitrary, and a barrier to citizenship." In order to cover production costs, there is a modest fee of $10.

For additional information on ordering this report or others in the series, please contact Molly McKenna at:

Catholic Legal Immigration Network, Inc.
McCormick Pavilion
415 Michigan Avenue, N.E.
Washington, DC 20017
(202) 635-2567
mmckenna@cliniclegal.org

Changes on the Horizon...

Spring Institute has a new Internet Service Provider. Spring Institute has hired Flashcom to provide email service and to host the (soon to come) new Spring Institute web site, *www.springinstitute.org*. The current page, springinstitute.com, will soon point browsers to the new page. The new page will offer a new look, but still provide the same information for the ELT/TA project. To contact the ELT/TA project, the new email address is *elt@springinstitute.org*.

Name:____________________

Part 1 – RESEARCHING AN OCCUPATION

Think of an occupation that interests you and write it here:__________________________
You may research the occupation using the following Internet site:
http://stats.bls.gov/ocohome.htm or by interviewing a person who has that occupation.

Introduction

Write statements to answer each question. **Do NOT commit plagiarism.** Do not copy the information on the web site word-for-word.

What does a(n) ______________________ do every day?

Describe the working conditions.

What kind of training or qualifications is required?

How much money does a(n) ___________________ usually earn?

Is the demand for _________________s expected to increase or decrease in the future? Why?

Summary

Name: ____________________

Part 2 – LISTENING TO & EVALUATING YOUR CLASSMATES

	Speaker's Name	Occupation	Information	Evaluation
1.			Daily activities?	
2.			Salary?	
3.			Qualifications?	
4.			Working Conditions?	
5.			Demand-increase/decrease?	
6.			Daily activities?	
7.			Salary?	
8.			Qualifications?	
9.			Working Conditions?	
10			Demand-increase/decrease?	
11			Daily activities?	
12			Salary?	
13			Qualifications?	
14			Working Conditions?	
15			Demand-increase/decrease?	

Evaluation: **A**= Almost No Mistakes **B**= Very Good **C**= Average **D**= Difficult to Understand **F**= Very difficult to Understand

ELT Coordinates

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E-Mail:	elt@springinstitute.org
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Compass Points is distributed by the English Language Training Technical Assistance Project through a grant from the U.S. Department of Health and Human Services, the Federal Office of Refugee Resettlement (ORR), to the Colorado Refugee Services Program (CRSP) and the Spring Institute for International Studies.

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ELT

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EFF Content Standards for Adult Literacy and Lifelong Learning

Skill Descriptions for Content Standards

revised May 1999

Adults need to be able to apply the following skills in carrying out their roles as citizens, family members, and workers:

EFF Communication Skills

Read With Understanding	• Determine the reading purpose; • select reading strategies appropriate to the purpose; • monitor comprehension and adjust reading strategies; • analyze the information and reflect on its underlying menaing; • integrate it with prior knowledge to address reading purpose.
Convey Ideas In Writing	• Determine the purpose for communicating; • organize and present information to serve the purpose, context, and audience; • pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension • seek feedback and revise to enhance the effectiveness of the communication
Speak So Others Can Understand	• Determine the purpose for communicating; • organize and relay information to effectively serve the purpose, context, and listener; • pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension; • use multiple strategies to monitor the effectiveness of the communication.
Listen Actively	• Attend to oral information; • clarify purpose for listening and use listening strategies appropriate to that purpose; • monitor comprehension, adjusting listening strategies to overcome barriers to comprehension; • integrate information from listening with prior knowledge to address listening purpose.
Observe Critically	• Attend to visual sources of information, including television and other media; • determine the purpose for observation and use strategies appropriate to the purpose; • monitor comprehension and adjust strategies; • analyze the accuracy, bias, and usefulness of the information; • integrate it with prior knowledge to address viewing purpose.

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EFF Decision-Making Skills

Use Math to Solve Problems and Communicate	• Understand, interpret, and work with pictures, numbers, and symbolic information; • apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension; • define and select data to be used in solving the problem; • determine the degree of precision required by the situation; • solve problem using appropriate quantitative procedures and verify that the results are reasonable; • communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.
Solve Problems and Make Decisions	• Anticipate or identify problems; • use information from diverse sources to arrive at a clearer understanding of the problem and its root causes; • generate alternative solutions; • evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences; • select alternative that is most appropriate to goal, context, and available resources; • establish criteria for evaluating effectiveness of solution or decision.
Plan	• Set and prioritize goals; • develop an organized approach of activities and objectives; • actively carry out the plan; • monitor the plan's progress while considering any need to adjust the plan; • evaluate its effectiveness in achieving the goals.

EFF Interpersonal Skills

Cooperate with Others	• Interact with others in ways that are friendly, courteous, and tactful, and that demonstrate respect for others' ideas, opinions, and contributions; • seek input from others in order understand their actions and reactions; • offer clear input on own interests and attitudes so others can understand one's actions and reactions; • try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.
Advocate and Influence	• Define what one is trying to achieve; • assess interests, resources, and the potential for success; • gather facts and supporting information to build a case that takes into account the interests and attitudes of others; • present a clear case, using a strategy that takes into account purpose and audience; • revise, as necessary, in response to feedback.

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Resolve Conflict and Negotiate	• Acknowledge that there is a conflict; • identify areas of agreement and disagreement; • generate options for resolving conflict that have a "win/win" • engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all; • evaluate results of efforts and revise approach as necessary.
Guide Others	• Assess the needs of others and one's own ability to assist; • use strategies for providing guidance that take into account the goals, task, context, and learning styles of others; • arrange opportunities for learning that build on learner's strengths, • seek feedback on the usefulness and results of the assistance.

EFF Lifelong Learning Skills

Take Responsibility for Learning	• Establish learning goals that are based on an understanding of one's own current and future learning needs; • identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner; • become familiar with a range of learning strategies to acquire or retain knowledge; • identify and use strategies appropriate to goals, task, context, and the resources available for learning; • monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals; • test out new learning in real-life applications.
Reflect and Evaluate	• Take stock of where one is: assess what one knows already and the relevance of that knowledge; • make inferences, predictions, or judgments based on one's reflections.
Learn Through Research	• Pose a question to be answered or make a prediction about objects or events; • use multiple lines of inquiry to collect information; • organize, evaluate, analyze, and interpret findings.
Use Information and Communications Technology	• Use computers and other electronic tools to acquire, process, and manage information; • use electronic tools to learn and practice skills; • use the Internet to explore topics and gather information.

Communication Skills | Decision-Making Skills | Interpersonal Skills | Lifelong Learning Skills

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PARENT/ FAMILY MEMBER ROLE MAP

Effective family members contribute to building and maintaining a strong family system that promotes growth and development.

Promote Family Members' Growth and Development

- Make and pursue plans for self-improvement.
- Guide and mentor other family members.
- Foster informal education of children.
- Support children's formal education.
- Direct and discipline children.

Meet Family Needs and Responsibilities

- Provide for safety and physical needs.
- Manage family resources.
- Balance priorities to meet multiple needs and responsibilities.
- Give and receive support outside the immediate family.

Strengthen the Family System

- Create a vision for the family and work to achieve it.
- Promote values, ethics, and cultural heritage within the family.
- Form and maintain supportive family relationships.
- Provide opportunities for each family member to experience success.
- Encourage open communication among the generations.

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CITIZEN/ COMMUNITY MEMBER ROLE MAP

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

Become and Stay Informed

- Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others.
- Recognize and understand human, legal, and civic rights and responsibilities, for yourself and others.
- Figure out how the system that affects an issue works.
- Identify how to have an impact and recognize that individuals can make a difference.
- Find, interpret, analyze, and use diverse sources of information, including personal experience.

Form and Express Opinions and Ideas

- Strengthen and express sense of self that reflects personal history, values, beliefs, and roles in the larger community.
- Learn from others' experiences and ideas.
- Communicate so that others understand.
- Reflect on and reevaluate your own opinions and ideas.

Work Together

- Get involved in the community and get others involved.
- Respect others and work to eliminate discrimination and prejudice.
- Define common values, visions, and goals.
- Manage and resolve conflict.
- Participate in group processes and decision making.

Take Action to Strengthen Communities

- Help yourself and others.
- Educate others.
- Influence decision makers and hold them accountable.
- Provide leadership within the community.

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WORKER ROLE MAP

Do the Work

- Organize, plan, and prioritize work.
- Use technology, resources, and other work tools to put ideas and work directions into action.
- Respond to and meet new work challenges.
- Take responsibility for assuring work quality, safety, and results.

Work Within the Big Picture

- Work within organizational norms.
- Respect organizational goals, performance, and structure to guide work activities.
- Balance individual role and needs with those of the organization.
- Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices.

Work With Others

- Communicate with others inside and outside the organization.
- Give assistance, motivation, and direction.
- Seek and receive assistance, support, motivation, and direction.
- Value people different than yourself.

Plan and Direct Personal and Professional Growth

- Balance and support work, career, and personal needs.
- Pursue work activities that provide personal satisfaction and meaning.
- Plan, renew, and pursue personal and career goals.
- Learn new skills.

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Summers Restaurant, Arlington, Virginia

Introduction

You have a job interview tomorrow at Summers Restaurant. You want to be a waiter or a waitress! You're very excited, but also very nervous. You need to practice restaurant vocabulary and interview questions and answers before the big interview.

Task

1. Go to one web site to learn 35 new restaurant words. Complete the worksheet.
2. Go to a different web site and practice forming interview questions and answers. Complete the worksheet.
3. Return to class and practice the dialogs with a partner.

Process/Resources

1. When you go to this web page, click on the word *Restaurant*. Then, learn lots of new restaurant vocabulary by unscrambling these words. Click on *hint* if you need help.

2. Next, practice job interview questions and answers. Always click on *check* to check your answers. For help, click on *hint*. Be very

careful with capitalization and punctuation. To reach this web site directly, go to the Internet and type in the address: www.collegeem.qc.ca/cemdept/anglais/marcof.htm

Evaluation

In class, you will use your new interview dialog to practice speaking and listening skills with a partner. You will then present your dialog to the class. Your teacher and classmates will listen to your dialog. Be sure to speak loudly and clearly!

Conclusion

Do you feel more confident about your next interview? What kind of job do you want? Write your own interview dialog for extra practice.

Lesson for high-beginner/low-intermediate ESL adult students
Developed by Mary Kay Alegre & Emily Sosland
Arlington Education and Employment Program, 2000

English as a Second Language
Levels 300/350-Intermediate

Transportation Web Quest
Planning a Field Trip

Introduction:

You and your classmates are going on a field trip. You and a partner will choose one of the three destinations listed below. You will look at that site on the Internet to get visitor information about the place. You will fill in a worksheet about important information such as hours, admission, parking, and an interesting exhibit to see. Next you will get directions from the Internet. You will then change partners in the classroom and give directions to the location you chose. Your partner will have to write down the directions.

Task:

1. Choose a destination.

2. Fill in visitor information sheet.

3. Use Internet map site to get driving directions from school to field trip destination.

4. Give oral directions to partner and partner has to write down directions.

Process:

1. You are going to choose one of the sites below for a field trip and be able to give directions to the site.

2. Look at the following sites:

MCI Center
National Zoo
National Air and Space Museum

3. Choose the site that is most interesting for you and your partner. Go to the Visitor Information section of the homepage. Fill in the information worksheet.

4. Now you need to get directions to give your classmate who is driving there from school. Go to Yahoo.com maps. Put in school address (2801 Clarendon Blvd., Arlington, VA 22201) and site address. Go over directions with your partner and look at map provided on web site. Print directions.

Evaluation:

Work with a partner who chose a different site. Use the printout to give oral directions to your classmate who is driving there from school. Your partner must write on a clean sheet of paper and read back the directions for verification.

Conclusion:

Now you can use the Internet to find directions to your next destination. You also know how to find tourist information for the next time you want to go "siteseeing."

FIELD TRIP INFORMATION WORKSHEET

Choice 1: MCI Center

To get information, select "Coming & Going" and then "Schedule & Calendars" on the homepage (http: mcicenter.com).

Address: ________________________________

Phone: ________________________________

Hours: ________________________________

Nearest Metro Stops: ________________________________

Admission Rates Fees: ________________________________

Things to see or do: ________________________________

Choice 2: National Zoo

Select "Highlights," then "Planning Your Visit" & "Getting to Zoo" from the Homepage (http: natzoo.si.edu).

Address: ________________________________

Phone: ________________________________

Hours: ________________________________

Nearest Metro Stops: ________________________________

Admission Rates Fees: ________________________________

Things to see or do: ________________________________

Choice 3: National Air and Space Museum

Select "Visitor Information" from the Homepage (http: nasm.si.edu).

Address: ________________________________

Phone: ________________________________

Hours: ________________________________

Nearest Metro Stops: ________________________________

Admission Rates Fees: ________________________________

Things to see or do: ________________________________

Finding a Job Web Quest

Introduction

During the past couple of weeks, you learned many good ideas to help you find a job. Today, you will continue to learn about what job is best for you with the help of an Internet quiz. We will continue our lesson tomorrow with an activity to review what you learned from the quiz.

Task

In the computer lab, go to the web site http://www.myfuture.com/career/interest_quiz.html You will take the Interest Finder Quiz. Read through the quiz once for comprehension, then answer the questions the second time. Use the dictionary or ask a classmate for help with new words.

Process

When you get to the site, take the quiz. You can put a check beside as many answers as you want if they are all things that you think you would enjoy doing with your job. If you are sharing a computer with a partner, take turns. Don't answer for the both of you at the same time! After you finish, the computer will ask you to submit your results.

The computer will read your results and then tell you two career areas that might be best for you. Follow the blue highlighted words – called web links – to read more about these career areas. Print up the results and finish reading them tonight.

Evaluation

Tomorrow, bring the results with you. We will then review the six types of job categories that are part of this survey: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Then, with a group of three to four other students, discuss these questions.

1. What were your top two categories?
2. What are common jobs under the above categories?
3. Do you think you have the skills, experience, and personality traits for some of the most common jobs? Why or why not?
4. Are you interested in working in any of those jobs or have you worked in them before?
5. How do you think a quiz like this can help you both in looking for a job and with other functions in life?

Conclusion: The Internet survey you will take on the computer and our discussion of the results should help you decide on your career goals in this country. Good luck!

Career Planning Web Quest

Introduction

Trying to get information about specific jobs you want can sometimes be difficult. What are the working conditions? What qualifications are needed? How much will a certain job pay? By doing research on-line -- on the Internet -- you can find out details about the best career for you to choose.

Task

One of the best resources for getting job information is the Occupational Outlook Handbook, which is produced by the U.S. Bureau of Labor Statistics. It's available through the government or the public library. You can also get to the handbook online and use it to get information about jobs you want.

Today, we will use the handbook's web site to research the job you identified previously as your long-term career goal. Tomorrow, we will use the information in a class conversation exercise and then a writing exercise.

Resources

The web address is: http://stats.bls.gov/ocohome.htm Each article on an occupation has links to additional web resources, if you want to search elsewhere for more information.

Process

When you get to the web site, find the occupation you want (either by using the "search" field or by clicking on the menu of available career areas). Once you have reached the main article about your occupation, skim the text to get the most important ideas. It's not necessary to read every word in the article!

You specifically want to get information about the nature of the work (what the job does), the training and other qualifications needed to get the job, the job outlook (how many positions are expected to be available in the future), and the earnings (salary).

Write down notes about your occupation in your notebook. Look up any unfamiliar words in an English-English dictionary (as a last resort, ask your teacher!) Don't print out the article. Use your reading skills to get through it. If you need more time, access the web site from your computer at home, or at the library (or talk to the teacher).

Evaluation

We will be using this information in tomorrow's session to have a class-wide conversation (with a conversation grid). Make sure that you study the information tonight, so you can use it in a conversation.

Following the conversation exercise, you will have time in class to write a two-paragraph summary explaining why your chosen occupation is interesting/worthwhile. Make sure to use information from the Occupation Outlook Handbook in your summary.

Conclusion

The more information you have about a specific career goal, the better you can plan for reaching it!

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Alternative Medicine

Introduction

In "Dying for their Beliefs," (Northstar Focus on Reading & Writing, unit 3) you learned why some people tout the benefits of two types of unconventional medicine: Christian Science therapy through prayer and Norman Cousin's laugh therapy. You may still be skeptical about their usefulness, but at least you aware of where they originated, what the therapy consists of, and how effectively they have worked for some people who used them. Now it's your turn to educate your classmates as well as other students in our program, about another alternative treatment you are curious about.

Task

With a partner, you will write a short report of the nonconventional treatment you chose in class. This report will be will be displayed on the bulletin board in our classroom. You will need to synthesize information you find on at least two different web sites to give your audience general information about the treatment as well as a description of its pros and cons. If possible, supplement the information you find on the Web with the answers you obtain in an interview with someone who has actually used the treatment (if you know of anyone who has). Plan to include answers to these questions from your text (p. 76) in your report.

Process

1. Begin your research in the computer lab. You may continue your research outside of class and during the next class period if you need more time.
2. With your partner, take notes on the information you find. (You may print a maximum of two pages of information that are particularly useful.)

3. Together, write a three-paragraph report on the treatment . This report should be written **in your own words.** Any phrases or sentences that are taken word for word from a web site should be enclosed in quotation marks (" "). Revise it with your teacher's assistance.

Paragraph	Content
1	General information
2	Advantages
3	Disadvantages

4. Type the final draft double-spaced and edit it as necessary. Include references to the Web sites you used.

Resources

Check the sites below first for information on the treatment you've chosen. If you know of another useful health site (in English!), you may consult it, too. Be careful not to take all of your information from commercial sites, however.

1. www.co.arlington.va.us/lib/ (Arlington Country Public Library web site)

    1. On home page, click on databases.
    2. Go to subject guide in index on the left side of the page. Choose Health.
    3. Choose one of the databases.
    4. Type in your library card number.
    5. Search for your topic.

2. www.webmd.com (commercial health site sponsored by CVS pharmacy)

    1. Click on Consumer.
    2. Select medical library in index on left.

Evaluation

You will post the finished description of the treatment on a designated bulletin board.

Conclusion

We will discuss the usefulness of health Web sites for gathering information about alternative treatments. You will also be asked to comment on which of them you would be willing to try yourself.

Web Quest Dos and Don'ts

Tips come from teachers at the Arlington Education and Employment Program who have designed and used Web Quests with their classes.

1. **Show your Web Quest to another teacher before you use it with your class.** This teacher will help identify where your instructions aren't clear or where you should refine an activity.

2. **Write explicit instructions for your students in your Web Quest.** Even if you have higher level ESL students, don't assume they'll know how to navigate the web sites once they get there. Specify the information you want them to find.

3. **Test your Web Quest from the student's perspective.** You'll identify necessary changes you may not have noticed otherwise. If you find things you can't fix, such as incorrect or irrelevant information on a web site, you'll at least know to warn students about it.

4. **Also test your Web Quest ahead of time on your school lab's computers.** Web sites may appear different on your home computer versus the lab computers, or you may have trouble accessing certain sites from one computer but not another. Much like tip 3, a test of your Web Quest beforehand will help you solve potential problems. **Suggestion:** Prior to your class, ask the lab assistant to find your Web Quest web sites and minimize them to the bottom of the screen. That way, you'll have checked that your web sites work and students have an easy backup plan if your links don't work. **Another suggestion:** At the bottom or top of your Web Quest, include the web addresses of your hyperlinked items. That way, as a last resort, students can just type in the address if your hyperlink connected to a certain word isn't working.

5. **Plan how many students will ideally work on the Web Quest from the same computer.** Do you want pair work, some individual work, or even groups of three? You'll find classroom management runs more smoothly if you envision how many people will group together at each computer during the lab time.

6. **Go over new vocabulary in class that students may encounter on the web page.** This will especially help ease the information overload for students who are not only learning English but who are also new to computers. If there's quite a bit of new vocabulary, concentrate on 5-7 key words.

7. **Show the Web Quest to your class prior to entering the lab.** You can copy your Web Quest as an overhead or project it using an LCD panel. This lets them see what they're expected to do, ask questions, and gives you time to read/explain your instructions. Some higher level teachers gave students copies of the Web Quest the day before lab use, so they had time to absorb the information and reflect on the task that they needed to complete.

8. **Don't give students too much preparation.** While you want students to know what to do for the Web Quest, you want to make online learning part of the fun. If you prepare too much in class, they'll whip through the activity. **Example:** If students will complete an interactive, online quiz, show them the Web Quest and review key terms in class, but don't have them practice using the quiz they'll take.

9. **Limit the amount of information that students print from a web site.** Some of our higher level teachers found students wanted to print pages of information and read it later at home. Needless to say, the reading probably wouldn't get done. Plus, that eliminates the practice of skimming for information online and using computers to assist the learning process. Allow printing only when you think it's necessary or if there's a document you want them to read in class.

10. **Reinforce grouping strategies in regular classroom learning to make your Web Quests go more smoothly.** Web Quests are essentially about small-group, project-based learning, and your students can't effectively complete their projects if they don't know how to communicate with each other and coordinate their roles in a project.

11. **Have a back up plan!!** This should go without saying whenever you work with technology. All may not be lost if a web site is down. For example, when you find a link that no longer works, do a web search. You may find a similar link that will suffice. You also may have to combine paper-based and computer-based activities as part of your back up plan.

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Step Zero: What to Do Before Searching

In ancient times, searching for information meant dressing up, hitching up the horse, riding to the nearest library and thumbing through drawers of cards carefully typed by generations of librarians. The sheer effort to get to that point meant that you had plenty of time to think carefully about what you were looking for.

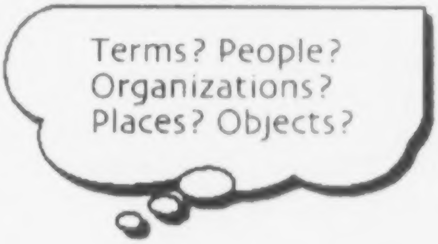
And now, when you can call up Yahoo in your bathrobe at a moment's notice, the time for thoughtfulness has been greatly shortened. While the search for information may seem to go much faster than before, it will flow even faster if you slow down for a minute and remind yourself of what you're looking for. The simple advice below will take a short time to follow and will save you time in the long run.

There are only two steps:

1. Think About Your Topic

What is the question you're trying to answer? Think about the

- people
- terms
- organizations
- places
- objects, etc.


Terms? People?
Organizations?
Places? Objects?

that might be mentioned in any web page that might contain the answer to your question.

Jot these down on scrap paper as they occur to you.

2. Create a 3M List of Search Terms

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Seven Steps Toward Better Searching

To become a web Jedi master, you need to become facile with at least one search engine... so facile that doing an effective search becomes completely automatic. This state will come fairly quickly as long as you practice frequently.

The first step is to bookmark and become familiar with the interface and help pages associated with each search engine you use. The most comprehensive engine out there at the moment seems to be AltaVista.

Most people use a search engine by simply typing a few words into the query box and then scrolling through whatever comes up. Sometimes their choice of words ends up narrowing the search unduly and causing them not to find what they're looking for. More often the end result of the search is a haystack of off-target web pages that must be combed through.

You can become a better searcher by simply mastering 7 tricks in AltaVista. To help you remember them, think of a sentence so goofy you'll never get it out of your mind:

My
plump
starfish
quickly
lowered
Lincoln's
tie.

What does it all mean? You'll know when you've completed the exercise that follows.

You can access the AltaVista simple search here, and there is a simple search help page that you

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Specialized Search Engines and Directories

There are approximately zillions of specialized search engines out there, as can be seen at SearchPower.Com. The list below is a selective subset of these, chosen because they might help you find materials useful as resources in a WebQuest. All of these links lead to sites that contain specific information that may not turn up when you do a general search of the Web using Altavista, Yahoo, and other search engines and directories.

IF you're looking for...	**THEN check here:**	**OR type these in the location bar:**
magazine articles	AJR Newslink Magazines	http://ajr.newslink.org/mag.html
newspaper articles	AJR Newslink Newspaper Index Last Minute News	http://ajr.newslink.org/news.html http://www.lastminutenews.com
radio stations	MIT Radio Stations List KRS Radio World	http://wmbr.mit.edu/stations/list.html http://www.krs-radioworld.com/
literature in the public domain	The On-Line Books Page Search e-Books The Bartleby Library	http://www.cs.cmu.edu/books.html http://www.searchebooks.com http://www.bartleby.com/
copyrighted books in print	Amazon Barnes and Noble	http://www.amazon.com http://www.barnesandnoble.com
images (including videos)	Pics4Learning Altavista Photo & Media Finder Tools for Searching for Image Files E-Bay Postcards	http://pics.tech4learning.com/ http://image.altavista.com/cgi-bin/avncgi http://www.rcls.org/psearch.htm http://listings.ebay.com/aw/listings/list/category914/index.html http://www.ditto.com

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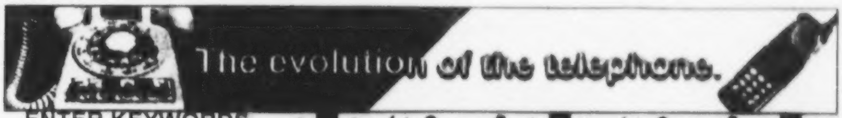
The evolution of the telephone.

ENTER KEYWORDS

Search!

MEDIA BUILDER

Open Source News

☐ Home

☐ **Online Tools**
3D Text Maker
Animated Banner Maker
ButtonMaker
FontMapper
GIFWorks
HTMLWorks
PostcardMaker

■ **Free Image Files**
Animated GIF of the Day
Animated GIF Library
Background Library
Border Library
Icon Library
Line Library

☐ **Free Font Files**
Font of the Day
Font Library

☐ Software Tools

☐ Search Engines

☐ Magazines

☐ Tutorials

iomega
Hip-Zip
MP3 Player

Icons

Alphabet (275 images)
Arrows (278 images)
Art Tools (122 images)
Auto (128 images)
Awards (19 images)
Birds (42 images)
Books (224 images)
Building Materials (343 images)
Buttons (73 images)
Cards (230 images)
Chart (227 images)
Computer - Joysticks (8 images)
Computer - Keyboards (46 images)
Computer - Mice (16 images)
Computer - Monitors (40 images)
Computer - Printers (193 images)
Disks (95 images)
Documents (151 images)
Envelopes (151 images)
Fax (48 images)
Files (191 images)
Flags (205 images)
Folders (254 images)
Food (149 images)
Furnishings (86 images)
Holidays (108 images)
Lights (100 images)
Mail (77 images)
Marine Life (50 images)

ANDOVER

AndoverNews
Animation Factory
DaveCentral - Linux
DaveCentral - Windows
FreeCode
Freshmeat
InternetTrafficReport
IT Managers Journal
Linux Documentation
MediaBuilder
NewsForge
Slashdot
Slaughterhouse
ThinkGeek

ArtToday.
1.2 MILLION IMAGES

Get a FREE 3-day trial membership to the Net's premier clipart site -- ArtToday.com, Inc. Instant access and unlimited downloads to 1.2 million Clipart images, Fonts, Photos and Sounds for 3 full days -- absolutely FREE!
Click here.

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Buy some smart stuff from Andover.Net at ThinkGeek

Get 100,000 premium animations on CD-ROM at Animation Factory

DAILY FEATURES
Animated GIF of the Day
Cartoon of the Day
Free Font of the Day
AndoverNews
Pick of the Day

ONLINE TOOLS
3D Text Maker
Animated Banner Maker
[illegible]
HTMLWorks
PostcardMaker

THE ANDOVER UPDATE
Get the Animated GIF of the Day and the Free Font of the Day in your e-mail!

Link To Us
Contact Us
Employment
Advertising Info
Free Membership

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Internet Resources
Equipped for the Future: http://www.nifl.gov/lincs/collections/eff/eff_publications.html

Web Quest Resources
http://edweb.sdsu.edu/courses/edtec596/about_webquests.html
http://edweb.sdsu.edu/webquest/matrix.html
http://edweb.sdsu.edu/webquest/webquestwebquest-es.html